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ABSTRACT

This notebook is intended to assist counselors and others responsible for career counseling programs geared toward high-risk youth. The first section describes the research survey that led to the notebook's development and summarizes some of the recent literature concerning at-risk students and strategies that appear successful in helping them. Section B lists site coordinators' reasons why the Career Information System helps high-risk youth. Fifteen model programs from school districts, high schools, junior high schools, and agencies, all of which use an integrated approach to using career information with at-risk youth, are described in section C. Section D contains practical statements of ideas, programs, and activities from site coordinators, and section E includes plans for classroom activities that have been found to be effective with at-risk youth. The final section is a planning guide that has been designed to help a site coordinator (an administrator, counselor, teacher, or career aide) use the materials in this notebook in his or her own particular setting. (MN)

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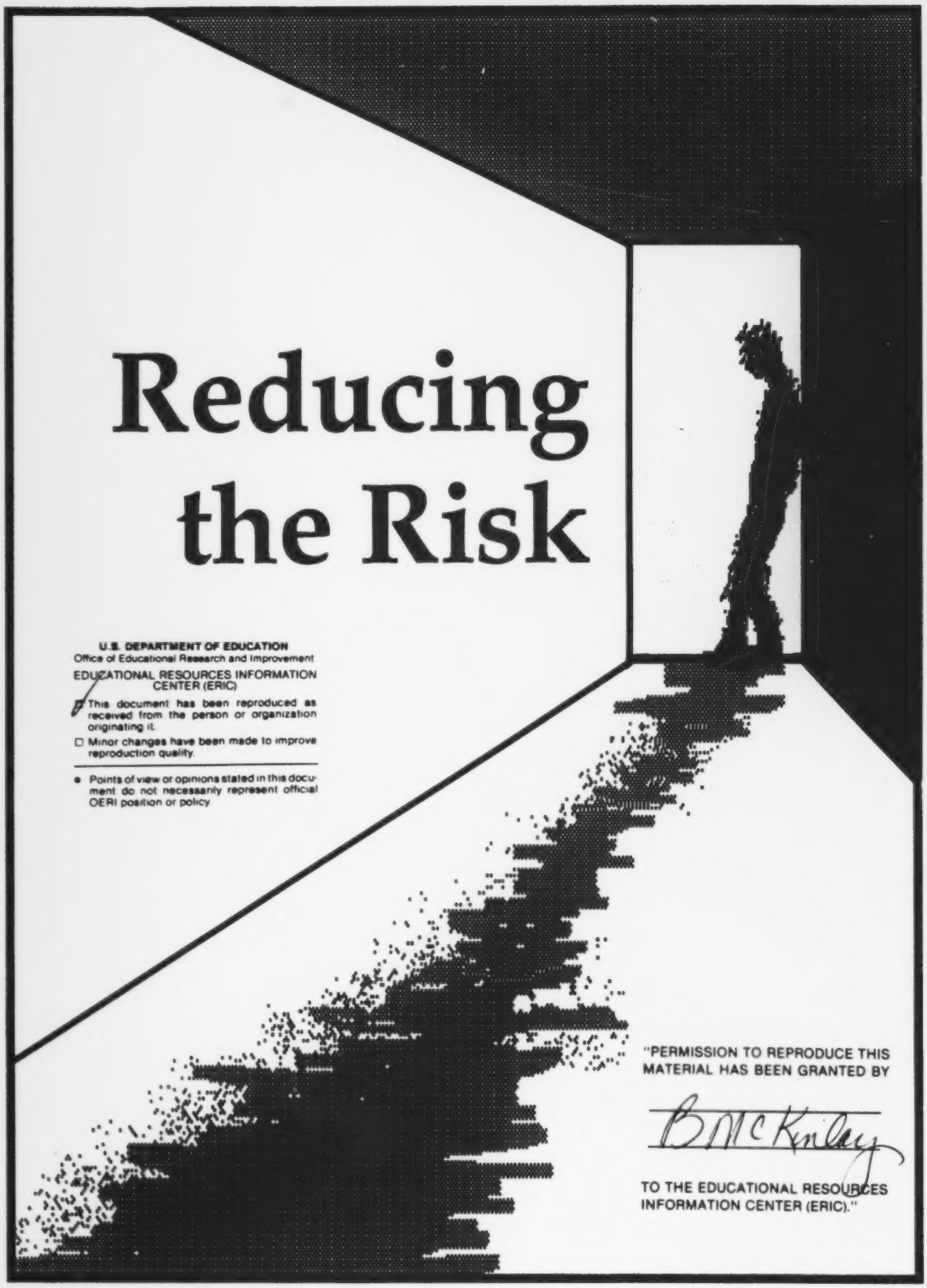

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REDUCING THE RISK

Using Career Information with At-Risk Youth

1988

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Career Information System
Eugene, Oregon

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The Career Information System provides information about occupations, programs of study, and schools to students, job seekers, and career-changers in 16 states. For names and addresses of the state Career Information Systems, see the list of CIS Operators at the back of this book.

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Acknowledgments

I would like to acknowledge my gratitude to the many people who participated in the development of this notebook and in the survey which preceded it. Bruce McKinlay, Director of National CIS, must be thanked first for his ongoing support of the entire project. Career Information System Operators in 11 states participated—Alaska, California, Colorado, Georgia, Idaho, Illinois, Minnesota, Montana, Nebraska, Oregon, and Wyoming. Thank you to the Directors, Coordinators of User Services, and clerical staff in each of those states, for they were the people who mailed the surveys and insured their return.

Of course, nothing would have come of the project if the site coordinators had not taken the time to complete the surveys. A special debt of gratitude is owed to the site coordinators of the 15 model programs who responded to repeated, detailed questions about them. Similar appreciation is expressed to Susan Roudebush and other Oregon CIS staff members, and to the contributors, for the learning activities. Finally, I cannot express strongly enough not only my gratitude but my admiration for the work done by Mary Sylwester who took the ordinary wordprocessed manuscript (transferred from New York to Oregon through the miracles of modems and Kent Loobey) and turned it into a beautiful, professional notebook.

Deborah Perlmutter Bloch

Foreword

The Career Information System is best known for translating statistical data into information—information that is not only accurate but also understandable to individual students and job seekers. The Career Information System is more than good information, however. It is also a system for making that information accessible. With coordinated print material, computer systems, and agreements with schools and agencies, the Career Information System is able to deliver information to two million people each year.

A key component of this information system is the work performed by the local site coordinators in each of 3,000 CIS sites. They are the people who ensure that the interrelated materials, equipment, and procedures present a coherent and helpful interaction with the ultimate user.

With this publication, the Career Information System adds another link in its service network. Through this book, Career Information System site coordinators are communicating with each other. A counselor in Southern California has found that a personal inventory of academic and personal attributes helps students understand themselves and plan their courses. Similarly, a teacher in rural Nebraska has developed a course on independent living for wards of the court. These counselors, and more than 300 others, have found some effective ways to meet the career development needs of their students and clients. Moreover, they made the effort to share their ideas with their counterparts in the schools, colleges, and agencies that use the Career Information System. The state CIS Operators and the National CIS research staff's role was to facilitate the communication by contacting sites and collecting ideas, editing and publishing material, and distributing the results. Career Information System staff is proud to have played this catalytic role.

It is altogether appropriate that this practitioner-to-practitioner communication should begin with ideas for serving at-risk youth. The need for fresh ideas is urgent, and conventional methods are not working. A large percentage of young people are at risk of leaving high school without plans for their futures. As Deborah Bloch's introductory section shows, educational researchers do not yet understand the problem. But, there are successful programs. In dealing with at-risk youth, practitioners are the experts. They do not have all the answers, but they have some of them, and they are willing to share them.

Even a superficial glance at the material in this guide quickly reveals three things: (1) Career information is motivational for at-risk youth; (2) Programs for at-risk youth succeed when caring people have the time and tools to work with these disenchanted young people; and (3) Many of the ideas described here are not dependent on access to the Career Information System.

Everyone involved in producing this guide hopes the ideas and materials presented here will be used, adapted to new settings, and refined. Through that process, these ideas will stimulate new ideas. Comments, suggestions, and new materials are most welcome and they will be made available through the CIS network.

Bruce McKinlay
Executive Director

Introduction

This notebook is the result of a project designed to identify and create effective ways of using the Career Information System (CIS) to help at-risk youth. The project grew out of a belief that some of the problems of at-risk youth are related to a lack of a sense of connectedness to the world of school or work and anecdotal material which implied CIS helps some users develop that sense. The project was initiated by the CIS Operators Council (directors of the state CIS systems and the National CIS staff) in June 1986.

National CIS designed a survey of school and agency sites, and 11 of the states using the Career Information System participated. The purpose of that survey was to find out how counselors, administrators, and other site coordinators were currently using CIS to help at-risk youth, whether in programs specifically designed for that purpose or in programs for the general population which were successful with at-risk youth. The survey was a success. Many excellent ideas came to light.

The major portions of this notebook were then developed from the results of that survey and from follow-up telephone conversations and correspondence with site coordinators. In addition, researchers reviewed published information on the subject during and after the survey period. Finally, one of the CIS states, Oregon, developed a series of learning activities (similar to lesson plans) which apply and develop some of the ideas found in the survey.

There are six sections in the notebook:

Section A: Addressing the Issues of At-Risk Youth

"Addressing the Issues of At-Risk Youth" describes the survey research which led to this notebook and summarizes some of the recent literature concerning the problems faced by those who are seen as at-risk and the elements of programs that appear to be successful with that group. This section also offers CIS site coordinators' observations about the causes of those problems.

Section B: How CIS Helps At-Risk Youth

"Users Tell Us: How CIS is Helpful to At-Risk Youth" is a list of statements made by site coordinators in response to one of the survey questions. Site coordinators also commented that CIS could be used more effectively with at- risk youth if counselors and people responsible for the programs simply had more suggestions on how to do it. This notebook is one attempt to respond to that need.

Section C: Model Programs for Serving At-Risk Youth

"Model Programs for Serving At-Risk Youth" consists of 15 model programs from school districts, high schools, junior high schools, and agencies. Each of these was developed from a survey response. All the model programs have integrated approaches to services where CIS is an essential part, but by no means the only aspect of the program.

Section D: Counselor-to-Counselor Tips

"Counselor-to-Counselor Tips" contains practical statements of ideas, programs and activities from site coordinators.

Section E: Learning Activities

"Learning Activities" includes plans for classroom activities which have been found effective with at-risk youth.

Section F: Meeting the Needs of At-Risk Youth: A Planning Guide

"Meeting the Needs of At-Risk Youth: A Planning Guide" is designed to help a site coordinator (an administrator, counselor, teacher, or career aide) utilize the materials in his or her own setting.

This is intended to be a practical work, one that can help in practice of counseling and education. We hope that as people look through the notebook, they will say "That school sounds like mine. Let me see what they are doing. Can we use any of it?" or, "Say, that seems like a good idea. I bet it could work with our kids." or even "Wait a minute. I have a better idea than any of those for helping the potential dropouts in my school."

It would be foolish to pretend that CIS or career development is the single answer to the problems facing at-risk youth or even just potential dropouts. However, it would be equally foolish to pretend that anything else is the only answer. Perhaps this notebook, which presents programs and activities that are working, will lead to the enrichment of current programs and the development of additional programs and ideas. If so, it will thereby reduce the risk.

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Reproduction rights to all parts of the model programs, learning activities, or other sections are granted to CIS member institutions for counseling, classroom use, or program development. We hope you will use the materials freely and adapt them to your particular needs. Copies of new worksheets, activities, and programs are always welcome at CIS for future editions of the publication.

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Section A

Addressing the Issues of At-Risk Youth

Addressing the Issues of At-Risk Youth

by
Deborah Perlmutter Bloch

There is widespread concern that the schools and institutions of the United States face problems in their efforts to educate all students and to help them become productive members of the work force. Evidence of this concern is seen in the number of articles in professional and popular publications, in proposed and enacted "dropout prevention" legislation in a number of states, and in the efforts of such widely diverse groups as the National Governors' Association (NGA, 1986) and the National Education Association.

As soon as we begin to examine the issues of at-risk youth, we enter a murkey area of vague terminology and even less certain definitions. The fact that youth are at risk of leaving school without positive prospects for their futures is most often documented through dropout statistics for schools, school districts, and states. The overlap in the terms *at-risk*, *dropout*, and *potential dropout* can be seen, for example, in the title of one publication *Keeping Children In School: Springfield's Districtwide Prevention Program for At-Risk Students* (De Pauw, 1987). In another publication, dropouts are defined as "'at-risk' children who never complete high school and do not gain either the social or academic skills necessary to function well in this society as workers, parents, or citizens" (Institute for Educational Leadership [IEL], 1986). However, even the term *dropout* has not been defined in a way that allows reliable, valid data collection across districts and over time. While a review of all of the issues in dropout data collection and analysis is not attempted here, it should be noted that significant questions are as diverse as whether to count by individual student progress or graduation of an entering class four years later; whether to include as dropouts those who later receive high school equivalency diplomas; how to account for highly mobile students who may move in and out of schools; and which stated reasons for leaving a school should be used to count the student as a dropout. Detailed discussions of the problems of dropout data collection and analyses are presented in articles by Hammack (1986) and Rumberger (1987).

Because of the difficulties outlined in the previous paragraphs, only estimates of the dropout rate are available. Using the two most frequently cited national statistics, U.S. Census data and state-level high school attrition rates, Rumberger (1987) suggests that the 1984 dropout rate for 18 to 19 year olds was probably between 15.2% and 29.1%. Barber and McClellan (1987) point out that estimates of the dropout level in urban school systems, while varying widely, "often fall within the 40%-50% range." The Institute for Educational Leadership (1987) reports that studies in some urban high schools have shown "dropout rates as high as 85 percent for Native Americans and between 70% and 80% for Puerto Ricans." Using the *Current Population Survey for October 1985*, a 1986 Government Accounting Office [GAO] report showed that in October 1985 there were about 4.3 million 16 to 24 year olds who were neither high school graduates nor enrolled in school.

In thinking about the number of youth at risk, it seems clear that it must exceed the number of students who eventually drop out. Surely some of those who are at risk, some potential dropouts, do complete their educations; some people served by agencies do improve their situations. In this belief – that there are effective programs and practices to reduce the risk for some – this project was designed to identify ways in which career information can be helpful. The remainder of this section will present the following:

- A summary of the survey of site coordinators through which the programs were identified;
- An examination of selected publications and responses from the survey of site coordinators regarding the identification of at-risk youth and the factors that seem to cause their problems;
- A discussion of why CIS and the programs may be helpful in terms of successful program elements identified in the literature; and
- A list of references consulted.

The Survey of Site Coordinators

The Project for At-Risk Youth was initiated at the Operators Council (the annual meeting of directors of the state CIS systems with the National CIS staff) in June 1986. A major goal of the project was to identify and disseminate effective ways of using CIS to help at-risk youth set and achieve individual career goals. To carry this out, a survey, "Strategies for Helping At-Risk Youth," was mailed in Spring 1987 to CIS site coordinators in the eleven states which agreed to participate.

In addition to identifying information, the survey asked the site coordinators to describe the at-risk youth in their schools or agencies, to discuss the factors or conditions that cause the problems of those at-risk youth, to describe any programs specifically designed for or successful in working with at-risk youth, to explain how CIS was used in that program, and to describe the results they had seen from the program or activity. In addition, the coordinators were asked the benefits of using CIS with at-risk youth and for suggestions to make CIS more effective.

From the 1,584 sites surveyed, 307 site coordinators had something to report, a total of 19.4%. This represents a total of 302,708 clients and students served by these sites. The sites were extremely varied in size, as measured by enrollment for schools or number served in a year in the case of agencies. The mean site size was 992, but the standard deviation was 2,119. The smallest site responding, a rural high school, had 3 students. The largest site responding, a school district had 21,750. (305 sites responded to this question.)

Similarly, sites varied greatly in their estimates of the numbers of at-risk youth in their populations. The minimum percentage estimated was 0, and the maximum 100 percent. The mean percentage was 17, with a standard deviation of 25. (281 sites responded to this question.)

Of the 307 respondents, 186 (60.6%) identified themselves as counselors; 66 (21.5%) as administrators; 7 (2.3%) as teachers; 22 (7.2%) as other professionals; 6 (2.0%) as career aides or technicians; and 20 (6.5%) did not respond to the question.

This notebook is the product of the survey.

Who is At-Risk and Why?

Just as there are no clear answers on the number of youth at-risk, so there is a lack of comprehensive research on the causes which put youth at risk. However, there are factors which may examined at least as identifiers and, possibly, as causes.

Information from a Review of the Literature

There are two cautions which should be kept in mind when considering the factors. The first is that factors sometimes identified as causes may really be symptoms of the problem, not causes. For example, one study tallied the reasons given by school districts for students dropping out. The three most commonly mentioned reasons were: attendance problems, lack of interest in school, and school was boring. (Barber and McClellan, 1987). These factors are certainly evident before many students actually drop out and are often the final or precipitating reason, but they reveal little or nothing about underlying causes. The second is that there is no factor or combination of factors which clearly lead to a student dropping out. A summary of studies carried out by Ekstrom and others (1986) showed that socioeconomic status, race/ethnicity, coming from a large family, and coming from a single-parent family, as well as living in a large city or in the South were factors related to dropping out. Yet, there are students with all of these background characteristics who complete school, and others from different backgrounds who do not.

What then is the purpose in examining the literature on factors associated with dropping out? Despite the lack of decisive information, individual institutions may find it useful to compare the possible factors with profiles of the youth they serve to determine how to identify young people who may be having problems which will interfere with their development and their completion of school. Programs developed for at-risk youth must be able to identify those who will be served. Early identification has been noted as the primary factor in successful programs (Grossnickle, 1986; O'Connor, 1985). In addition, comparison of the generally identified factors with school or agency identified factors may suggest the particular types of intervention most likely to succeed in a particular institution.

Factors related to students' backgrounds appear in many studies. Based upon a review of a number of studies, Hahn (1987) cites low income and limited educational background of the family, being a member of a single-parent household, living in the Southwest, and living in a large city as factors statistically associated with higher dropout rates from high school. Rumberger (1983) while agreeing that background factors are of consequence, argued for the importance of the interaction of particular factors. For example, he found that when advantaged and disadvantaged background were held constant, minority youth were no more likely to drop out than white youth. In an analysis of data from the *High School and Beyond* data base of the National Center for Education Statistics, Ekstrom et al (1986) were able to identify a number of factors related to dropping out. Using the longitudinal data base, the researchers examined the development of 1980 high school sophomores from 1980 to 1982. They found that dropouts tended to be from poorer families and racial/ethnic minorities. Almost 25 percent of the black students had dropped out as compared to 15 percent of the whole group. Male students dropped out more frequently than females. Public schools in urban areas in the South and West had the highest numbers of dropouts. In a later study, Rumberger (1987, p.110) drawing upon Ekstrom's work and the work of others identified the following factors as related to dropping out: "low educational and occupational attainment levels of parents, low family income, speaking a language other than English in the home, single-parent families, and the absence of learning materials and opportunities in the home."

In addition to background factors, a number of variables in student performance in and out of school appear associated with dropping out. In the longitudinal analysis described above, Ekstrom et al discovered that dropouts had lower school grades and test scores, did less homework, and had more disciplinary problems in school. Wehlage and Rutter's analysis (1986) shows that half of all female dropouts leave because of pregnancy and/or marriage. Controlling for academic achievement, they also found that the most important predictors of dropping out were truancy, expectations of school attainment, discipline problems, lateness to school, and number of hours worked. Borus and Carpenter (1984) found that dropping out was correlated with being behind in grade level, pregnancy, coming from a single-parent family, coming from a home where the father dropped out of school, and having relatively little knowledge of the labor market.

In examining student attitudes, Ekstrom (1986, pp. 362-363) found that dropouts had a more externalized locus of control than students who stayed in school. They were more likely to feel that others controlled their fate. Differences in self-esteem were found when when the respondents were asked "if they were satisfied with themselves or had much to be proud of" with dropouts being less self-satisfied. When responding to a question as to why they had left school, 33 percent of the dropouts responded positively to "did not like school" and "poor grades." In a study of 65 high school dropouts enrolled in an Experimental Career Awareness Program, Sewell, Palmo and Manni (1981) found that the dropouts were lower than the general population in self-concept and career maturity.

While many studies focus on the background of the at-risk youth and their individual characteristics, Wehlage and Rutter (1986) argue that schools must examine their roles in the estrangement and alienation that some students feel. Using the High School and Beyond data, responses of white, black and Hispanic dropouts and non-college bound graduates to questions regarding teacher interest in students, effectiveness of discipline and fairness of discipline were examined. In general, there was little difference in the responses of the groups, with schools getting generally fair to poor marks to all three questions by approximately 50% of all categories of respondents. Sewell, Palmo and Manni (1981) also suggest that the schools must look at institutional factors as well as achievement motivation, social class influence, and intelligence in identifying possible reasons for academic failure. In a study of Portland Oregon schools, Sexton (1985) found that when students from neighborhoods with high dropout rates moved from their neighborhood schools to schools with lower dropout rates (because of school closings not because of changes in family circumstances) their school retention improved.

Conrath (1986) describes one group of at-risk youth as "discouraged" learners. He points out that they are not necessarily low in ability, but in attendance, self-confidence, and positive attention from teachers. They are not necessarily from single-parent homes, but from fragile homes. They want to learn, but avoid school because it is demanding, threatening, confusing or, in many ways, unresponsive to their needs.

Information from the Survey of Site Coordinators

Responses by the CIS site coordinators to the questions regarding at-risk youth in their schools and agencies reflected ideas similar to those brought out in the literature. Of the 307 respondents to the survey, 224 reported that their school or agency had an at-risk population and answered the question: What factors or conditions cause the problems of the at-risk youth at your school or agency? This was an open-ended question. The answers were coded for five major categories and for specifics within those categories. Many respondents' replies fell into more than one category of response. For each category, the percentage of the 224 respondents identifying that category is given followed by the sub-categories of factors mentioned by 10% or more of these 224 respondents.

Category 1 -- Psycho-social development factors were identified by 62 percent of the respondents. The major sub-categories were: substance abuse, 20 percent; lack of goals or career decisions, 15 percent; lack of motivation, 15 percent and poor image or self-concept, 10 percent.

Category 2 -- Home and family factors were identified by 62 percent of the respondents. The major sub-categories were: poor family relationships, 26 percent; lack of parental encouragement, 24 percent; lack of or poor role models in family or friends, 15 percent; and broken homes, 10 percent.

Category 3 -- Academic development factors were identified by 41 percent of the respondents. The major sub-categories were: lack of basic academic skills 23 percent; alienation from school, 15 percent; and behind in academic credits or failing, 14 percent.

Category 4 -- Socioeconomic factors were identified by 37 percent of the respondents. The only major sub-category identified was poverty, 31 percent. Others mentioned were cultural isolation, ethnicity, and a language other than English.

Category 5 -- Institutional factors were identified by 16 percent of the respondents. They mentioned such factors as inadequate programs, students "falling between the cracks," and lack of counseling services.

Responses were also examined for only those respondents from high schools with an estimated at-risk rate of 10 percent or higher. There were 89 respondents in this group. Of these 65 percent identified home and family factors; 60 percent psycho-social development factors; 49 percent socioeconomic factors; 38 percent academic development factors; and 22 percent institutional factors.

Elements of Successful Programs

Given the almost overwhelming array of factors that seem correlated with, if not causes of, dropping out and other inappropriate risk taking behaviors of youth, it seems almost foolhardy to attempt to bring about change. Yet a number of programs are in place and efforts have been made to identify the elements that make some of them successful. It must be noted that there is little hard data on any of these programs showing either why they work or even that they do. Nevertheless, there is some agreement among those observing the programs and writing about them, that there are characteristics which successful programs exhibit.

Mann (1986) has identified four elements of successful programs -- the four Cs -- cash, care, computers and coalitions. The first, cash, means that students are involved in programs in which they see the link between making money and school subjects. The second, caring, means that students must get the concern they need from teachers and other adults through smaller institutions, lower pupil-teacher ratios, and possibly the involvement of adults outside the school. Computers, the third element, are both for teaching and management of records to identify those at-risk. The final C is for coalitions, coalitions of school and business and of local education foundations. These four Cs can be used as a framework to outline the findings of other researchers regarding the components they have found common to successful programs.

Cash: There is an experiential work related or community service component (Peck, Law & Mills, 1987; IEL, 1986; Wehlage, 1983, Donnelly, 1987). Work programs are related to learning, and curriculum is related to the skills of the workplace. Job-seeking skills are taught when they are needed, not as the heart of a program (Hahn, 1987). Intensive individualized basic skills training is combined with work-related projects (Hodgkinson, 1985). Each student is helped to establish and progress toward life career goals (Walz, 1987).

Care: School districts begin with early childhood programs for disadvantaged children. They reduce teacher workloads so that teachers can have more contact with students and parents (IEL, 1986; Walz, 1987). There is a school-wide philosophy of success for every student (Grosnickle, 1986) and administrative flexibility to meet the needs of the student retention program (Donnelly, 1987; O'Connor, 1985). Program services are intensive and include an array of social services (Hahn, 1987). Classes are smaller and have a low student-teacher ratio. There is personalized, individualized attention to student needs with remedial instruction in basic skills. Students receive immediate feedback and rewards for achievement. (Peck, Law & Mills, 1987). Teachers in the program are unafraid and empathic (O'Connor, 1985).

Computers: Program development comes from an assessment of dropout statistics and an analysis of why students drop out. Students at-risk are identified early (Grossnickle, 1986; O'Connor, 1985). Dropouts are taught by caring teachers using appropriate teaching technology (Hahn, 1987). There is intensive, individualized training in basic skills along with concrete projects (IEL, 1986). Daily attendance is promoted through immediate follow-up of absentees (Walz, 1987).

Coalition: There is careful planning combined with a knowledge of community resources. Counseling is integrated into the academic program. Team teaching and mentoring are included. There is community involvement (O'Connor, 1985). Resources in the school and community are identified to help students with special needs and problems Grossnickle, 1986; Walz, 1987). Parents are involved in school learning activities (Walz, 1987). Government, high education, business and industry, civic groups, and parents are brought together to develop programs for at-risk youth (Donnelly, 1987; IEL,1986).

Conclusion

The model programs, counselor-to counselor tips, and learning activities which are described in the remaining sections of this notebook have many of the characteristics discussed above. With CIS as a component, all of them help the student relate school or learning to the world of work. In addition, many of them include actual work experience or vocational training components. Jobseeking skills are integrated where they are appropriate to the age or grade level of the student. Many are collaborative efforts of several agencies, of schools and parents, or of schools and local business groups.

CIS provides computerized programs, Needle-Sort cards, and books as means of meeting the individualized, personalized needs of the students for information about themselves and their educational and career needs and options. A great variety of ways of incorporating the tools of CIS into programs for many different types of populations may be seen. Some of the programs are for specifically identified groups; others are offered to entire grades or classes.

According to site coordinators' comments, CIS helps students feel more in charge of their own lives or, in the terms of some of the research quoted, increases the users' internal locus of control. Site coordinators see CIS as a motivational tool and report that students and clients like the reality of the information it provides. In the words of one site coordinator, "It helps them dream realistic dreams."

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Section B

How CIS Helps At-Risk Youth

How CIS Helps At-Risk Youth

In the survey which led to this notebook, "Strategies for Helping At-Risk Youth," respondents were asked: "What is the best thing about CIS in helping at-risk youth?" Their responses are given below. In addition, respondents often cited benefits of CIS in response to questions about how they were using CIS in programs specifically designed for at-risk youth and in describing activities effective with at-risk youth that were part of their regular programs. Those responses are also recorded below. In total, one hundred ways in which CIS is helpful are presented.

An analysis of the list showed that 30% of the responses were directed at the motivational aspects of CIS. This is particularly interesting because CIS presents its career information and self-analysis materials in a matter-of-fact rather than exhortative tone. An additional 30% of the responses stated that the realistic, factual information was the most helpful aspect, while 20% said it was user control. Ease of use was cited by 10%, and 5% said it was individualization that was the greatest benefit.

Although there is some duplication in the items in this list, it was decided not to group answers to allow the flavor of the comments to come through without added editorial overtones. The comments are primarily direct quotations from the survey responses, with changes only to clarify presentation and to eliminate specific state or system names.

How CIS Helps At-Risk Youth

Observations of Site Coordinators Who Use CIS with At-Risk Youth

1. Using CIS encourages goal setting among students who have not done this.

2. Students take an interest in their future. It helps get information to them.

3. The students become involved in the determination of their likes, dislikes, and goals.

4. Clients get a more realistic view of the world of work.

5. It opens their eyes to careers that they had not considered or were not aware of.

6. Clients find out where the training they want is offered and make decisions on what fields of work they'd like to go into. They see the need for education.

7. It is a starting point for career exploration not before available to the client. It is self-paced.

8. Students have been amazed at the opportunities available to them and the information available for planning. The variety of opportunities is encouraging. The at-risk youth need encouragement.

9. Just sitting down and looking at state-based information seems to make career information much more relevant to students. The students are more likely to pursue further information and training. State-based information makes more sense than general information.

10. Improved career awareness! Greater interest in career information in general! Career goals are set sooner.

11. QUEST is a simple tool. Clients seem to enjoy it. It is an easy, enjoyable way to begin some career assessment.

12. It gets them thinking about their future. They seem to really trust the computer.

13. Individual attention, focus, and direction! Confrontation of expectations with reality!

14. CIS stresses education or training to obtain better paying jobs.

15. They realize that without training and a willingness to continue to be educated that your job choices are not as attractive.

16. The major contribution of CIS is that it provides accurate labor market information on specific jobs. This type of information is generally not available to most youth in their day-to-day living. It helps them make more realistic decisions concerning further schooling and employment.

17. Students begin to plan programs around their career interests.

18. CIS provides easy to read, concrete job information along with training program information.

19. It gives these students a vast array of possibilities they oftentimes don't even realize exist. Several students who have used CIS this year found occupations that have fascinated them, which they did not know existed prior to using CIS.

20. I think it gives hope to those who have lost enthusiasm for school or for whom life has just become boring.

21. It shows them, in print, options available to them, as well as what background is required to follow through upon choosing an option.

22. Students are able to obtain quickly the information they need. It is "user friendly" enough so that they are not afraid of using it.

23. It is another input besides the teacher lecturing.

24. Students become aware of their job interests and the need for training.

25. By going through CIS, the students realize that they need more skills to get a job that they would like than they have at the present time. This causes them to give serious thought to remaining in school.

26. It gives some direction for a starting point. It helps identify some interest areas.

27. It gives students practical, current information to assist in decision making.

28. It makes them aware of opportunities in the world of work.

29. It brings into focus the awareness of the need to plan for "life after high school."

30. It is a one-on-one activity.

31. It shows the importance of education to earnings and the means of advancement.

32. It shows how specific demands can limit job potential.

33. It is intriguing to them to go through QUEST and then follow it up. They can come back again and again and always find something they want to know.

34. The kids are very interested. They so enjoy using the computer program.

35. They like to manipulate it. It is fact, quick. I like it because it exposes kids to so many careers and then the books quickly and easily supply information on preparation and necessary skills.

36. CIS gives the at-risk youth some factual information that they can use in trying to "get their stuff together."

37. Hands on! Immediate feedback! They begin to see that one's job, occupation or career doesn't just happen. They can exert some influence over what happens to them. They don't have to take what comes.

38. More students are becoming goal-directed. They are learning what the components of an informed career decision are.

39. Helping them see a relationship between what they are doing in school and their hopes for a future job or career.

40. When working with Micro-QUEST, the student is encouraged to ask the computer "WHY NOT?" When students realize they cannot reach their career goals without finishing high school or without a two-year post-secondary program, they are sometimes encouraged to stay in school longer.

41. Simplicity!

42. Because of computer involvement, students generally follow through on their career exploration activities to a conclusion.

43. It provides options for occupational decision making.

44. People feel better about themselves when they know they have put time and effort into their choices and have taken the time to learn about themselves.

45. It enables those students who are weak in library skills or who are poor readers to obtain information easily.

46. Individualized!

47. Hands-on! Students learn how to get the information for themselves.

48. It helps narrow the gap between fantasy and reality.

49. It gives them realistic data about the world of work, if they take the time to really study it.

50. Goals and attitudes change.

51. It is hands-on, participatory. It corroborates information provided by instructors.

52. The high interest factor of the microcomputer!

53. Micro-QUEST and the Programs of Study often convince students that they need to receive a high school diploma.

54. Up-to-date, factual information!

55. It helps students begin to look at the world of work as something real that they might soon be a part of.

56. It is quick.

57. It gives them alternatives and options—keys to their interests rather than being forced on them.

58. It is non-judgmental and interactive. It provides knowledge for decision- making.

59. It has good information. It encourages discussion.

60. It gives them a goal to strive for in the future. Goals are the key to motivation. Many of the at-risk students suffer from misguided goals. They have difficulty understanding that math, English, and other subjects are important in their future.

61. The students see education as necessary for improving one's lifestyle in the future.

62. Since most at-risk students are not academically oriented, CIS helps them see what qualifications are required for specific jobs and what the pay is for each job. It is very easy to show them that most jobs with high salaries require some education. This has convinced a few students to stay in school and get the required classes, and even plan for a year of post-high school study.

63. It helps youth consider what they can do now to prepare for the future, what their options are, and how they close off options if they drop out.

64. Using computers! Expanding career awareness!

65. It provides factual information for a career path.

66. It is easy to use and the material and information seem to be updated regularly.

67. This is a method of increasing career maturity—the degree to which individuals become oriented to the world of work, seek career information, become aware of the need to make a decision and recognize the direction of their career preference.

68. Students are delighted to get a printout of their own and seem to take it home to show their parents.

69. CIS tries to whet the appetite, to get the student to look beyond the now, into the future.

70. It is a motivational tool that helps establish realistic goals.

71. It raises the awareness level of students as to the wide variety of occupations and the many opportunities for training and schooling with the state, and it brings home the reality of how personal choices affect job selections.

72. They can run the computer by themselves and they enjoy seeing instant results on the printout. Some poorly motivated students have become excited over possible careers.

73. It can be used in many different activities that tend to hold the interest of the students.

74. Most of the at-risk students do not realize how many different jobs are available. It seems to broaden their views of possible vocations. I strongly recommend the Needle-Sort because they can see how many jobs "fall out" when they choose a particular attribute. This visual exercise seems very effective with this group.

75. It provides accurate labor market information. It shows the relationship of applicant parameters to occupational requirements.

76. It broadens clients' horizons. It helps them see more job possibilities and options other than college for career training. In addition, it helps make their high school courses more relevant.

77. It gives them a realistic list of occupations that meet their needs and that they can research and plan for.

78. Quick results!

79. CIS helps at-risk youth prepare for the job world by giving them information about job skills.

80. CIS shows students exactly what potential employers are looking for in a potential worker.

81. It is easily used and results are seen quickly.

82. The computer format is rewarding and fun to use. It provides the most up- to-date information available.

83. It has realistic, up-to-date, easily accessed data.

84. We have seen an awareness of options available beyond the limits of each community.

85. It is easily manipulated—you can change answers, ask "WHY NOT?" and review the listing at any time.

86. There is pride in the student who feels that he or she is in control of finding useful and helpful material.

87. It shows them what they need to do if they are going to survive.

88. The information is printed in a form that can be taken out of the classroom without the need to borrow books or pamphlets.

89. CIS is not a school person telling them to stay in school but rather factual information about jobs and what it takes to get these jobs.

90. We are one of the smallest high schools to have this rather expensive system in operation. We are the kind of school that needs it most because of the limited ability we have of providing opportunities for our rural students to explore careers. Thanks to a strong administration and school board we have a counselor and the CIS system.

91. The program provides the at-risk students with specific answers about preparing for jobs, thus giving them the incentive for going on and getting the necessary education.

92. The activities are fun; the students look forward to doing them. The activities are instructional and contain information the student wants to know.

93. The parents are especially appreciative and very interested in the printouts.

94. It is useful for practical, realistic counseling.

95. It provides encouragement and hope for a generation of youth who are mistrusting of future career opportunities. It also allows the students to have a higher level of control over their futures.

96. It promotes planning, goal setting and understanding of responsibilities.

97. CIS gives students access to data that is regularly updated. It encourages self-examination that often results in surprising matches. It opens students' eyes to how unrealistic some of their plans are. It is fairly efficient and easy to use. It fosters curiosity and excitement.

98. The best feature is the "WHY NOT?"

99. CIS gives concrete and current information on jobs and job potential. At times, it can shock students into an increased awareness of the job market.

100. It helps them dream realistic dreams.

Section C

Model Programs for Serving At-Risk Youth

Model Programs for Serving At-Risk Youth

The survey, "Strategies for Helping At-Risk Youth," identified 15 model programs. The models were selected both on the basis of their quality and of their illustration of uses of CIS in programs in several different settings. The settings include one school district-wide program, eight senior high schools ranging in size from a rural school in Alaska with an enrollment of 154 to a suburban school in California with an enrollment of 2,000, two middle or junior high schools, one elementary school, one vocational-technical center, one hospital unit, and one center for wards of the court.

Each model program includes a brief profile of the site and a description of its program or programs, followed by sample materials. The models were selected from program descriptions offered by CIS Site Coordinators who completed the survey. Rather than present all the sample materials in the same style, we have kept them as close to the originals as possible to show the variety of approaches. The CIS programs and materials used by the school are briefly identified in the site profile. The components of CIS used in the model programs include various forms of delivery of QUEST, the interactive search of occupations; information files of occupational descriptions (DESC), preparation statements (PREP), related materials (BIB) and job search techniques (JS); and files of educational information including program descriptions (PROG), school descriptions (SCH) and financial aid information (AID). A separate CIS program, High School Planner, is designed to aid in planning courses for students' high school careers. The CIS delivery systems referred to in the model programs are

- Micro-CIS (QUEST and information files on a a microcomputer and hard disk);
- Time-shared CIS (QUEST and information files via telephone access to a central computer);
- Micro-QUEST Kit (QUEST on a microcomputer and information in books);
- Needle-Sort Kit (QUEST on Needle-Sort cards and information in books);
- Books (Extra printed books of occupational and educational information); and
- HSP (High School Planner on a microcomputer).

Although each state has its own version of CIS with localized occupational and educational information files and a system name that reflects its state base, we have used the generic name CIS throughout to avoid confusion. While the sites are varied both in the nature of the populations they serve and in the type of program they offer, one characteristic shared by all the programs is their integration of several different activities—counseling, classroom activities, viewing films or tapes, reading and writing as well as using the Career Information System—to meet the goals established by the institutions.

This survey did not ask for numerical data on the results of the programs, but asked for descriptions of programs "specifically designed for working with at- risk youth" and for other guidance or instructional activities using CIS which were "particularly effective with at-risk youth." Therefore, statements about a program's effectiveness reflect the judgment of the local professional answering the question. They are to be taken as no more or less than that.

Model Program 1:
Boise Independent School District

SITE:	Boise Independent School District
CITY AND STATE:	Boise, Idaho
PROGRAMS IN USE:	Time-shared CIS
SITE LOCATION:	Urban
SITE TYPE:	Junior and senior high schools of a school district
NAME:	George Washburn
NUMBER SERVED:	21,750
PERCENT AT-RISK:	10

Program Description

The Boise Independent School District has several programs directed specifically at retaining potential dropouts and at encouraging students to return to school. Two of these are described below. In addition, as part of the general school population, at-risk youth are involved in the educational and career planning units in language arts classes at the 10th, 11th and 12th grade levels. An outline for a language arts unit includes

- attending a career fair;
- discussing survival skills after reading *Walden* by Thoreau;
- using the QUEST portion of CIS for self-evaluation;
- using occupational DESC and PREP files to get information on the careers which appear interesting after the self-evaluation exercise; and
- writing and talking about career topics in assignments devised by the teacher.

A questionnaire, "Do You Need to Know this Information?" used to prepare students for using CIS is attached.

Career Opportunities Program

Students in Grades 8 and 9 who have been identified as potential dropouts participate in the "Career Opportunities" program in which they spend half- days in a pre-vocational program and half-days in their home schools. In this program, CIS is used on an individual basis for career and academic planning. Many of the students have been able to progress to the next grade level rather than leave school. An outline of the "Career Opportunities Course" designed to augment the vocational experience follows.

Pre-Employment Training Program

Young people 16 to 21 years old who are Job Training Partnership Act (JTPA) eligible and who have left school participate in a voluntary "Pre-Employment Training" program to help them earn a high school equivalence diploma (the GED) and motivate them to enroll in occupational courses. Self-evaluation, self- esteem, and preparation for job-seeking activities developed by the 70001 Program (Washington, DC) form the basis of the program. Interwoven into the activities are a series of fifteen minute videotapes from the series *Making it Work* (Bloomington, IN: Agency for Instructional Technology. South Carolina Educational Television Network, 1984). Some titles of tapes used in the program are "How Do I Find a Job?" "Communicating Effectively," "Decisions, Decisions," and "Making the Most of Yourself."

CIS is used when the students are ready to think about setting goals. At that point they utilize QUEST and examine the educational and other requirements of jobs they may want in the future.

The programs have been successful in keeping the participants in school and helping them progress to the next grade level. The planning process gives students a better sense of what to take in school. They also learn more about jobs and become aware of potential employers and the necessary training for jobs in which they are interested.

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Questionnaire Used to Introduce CIS to High School Career Education Classes

DO YOU NEED TO KNOW THIS INFORMATION?

What jobs match my interests and abilities?

What careers are available if I don't want to go to college?

How much can I expect to earn if I become a _____?

What would I do on the job?

What are my chances for finding a job in this field?

What are some jobs in the medical field that don't require a lot of additional schooling?

What classes should I take in high school to better prepare me for my career?

How can I prepare for a particular occupation?

Are there licensing/certification requirements?

Do the Armed Services have careers in my area of interest?

What's it like to join the Military?

Which schools offer training for a particular career?

What kinds of courses will I have to take in college?

How can I get information about vocational schools?

Can I get apprenticeship training? How do I apply and get selected?

How do I apply for college? When?

How much does it cost to go to college?

I don't have enough money to go to college. My friend told me I needed financial aid. What is that? How do I get it?

I want to find a job right away. Where do I look?

I don't know how to write a resume. Can you help me?

What can I expect at the job interview?

The Career Information System has the answers.

Career Opportunities Course: a Part of the 8th and 9th Grade Program for Potential Dropouts

1. OVERVIEW: This course is designed to augment the Career Opportunities vocational class by teaching the much needed "how-to" skills related to obtaining and keeping a job. Information on Social Security, employment agencies, fringe benefits and unions help prepare the student for future jobs. The course emphasizes reading and writing skills as well as oral communication in relation to finding a job.

2. OBJECTIVES:

a. The student will be able to use the Career Information System (CIS) to find information concerning specific jobs and to understand related vocabulary.

b. The student will complete eight occupational surveys in which pertinent information about each job will be recorded.

c. The student will exhibit a knowledge of the functions of employment agencies, both public and private.

d. The student will improve reading and writing skills.

e. The student will be able to identify components of a good job interview.

f. The student will obtain a Social Security card if he/she does not possess one and will be able to identify benefits of the Social Security system.

g. The student will know how and where to get a copy of his/her birth certificate.

3. SUGGESTED ACTIVITIES:

a. The student will take the CIS QUEST questionnaire on the first day of class to learn about areas of aptitude and interest. The student will then choose eight careers to research.

b. The student will complete eight occupational surveys. Using CIS, students will investigate and prepare written reports about eight careers that interest them.

c. The student will compare employment agencies through speakers from or trips to private employment agencies and the state employment agency.

d. Students will use writing skills to fill out applications, write letters of application, write thank you notes to businesses visited, and compose personal resumes.

e. The student will use reading skills to search newspapers, magazines, posters and employment office flyers to find jobs.

f. Students will role play to prepare for interviews. Employers might be asked to describe those qualities that they look for in an interview.

g. The student will be encouraged to get a Social Security card. Social Security benefits will be discussed including unemployment compensation, old age insurance, disability insurance, who is covered and how such benefits can be obtained.

h. A union representative will discuss the purposes and functions of unions.

Model Program 2:
Austin High School

SITE:	Austin High School
CITY AND STATE:	Austin, Minnesota
PROGRAMS IN USE:	Micro-CIS
SITE LOCATION:	Small town
SITE TYPE:	Senior high school
NAME:	David Solomonson
NUMBER SERVED:	1,329
PERCENT AT-RISK:	10

Program Description

Austin High School has used a variety of approaches to meet the needs of at-risk students as they become evident from year to year. Strategies that are currently in place include an alternative school for dropouts or potential dropouts and an in-house work program for vocational special needs students. As part of this effort and to encourage the teachers of all subjects to incorporate the use of CIS, a number of worksheets have been prepared for students to use with QUEST and the information files. These have been used in both the programs described above, in work release programs and in English and home economics classes with 11th or 12th Grade students. The worksheets, "CIS Orientation," "School Programs," "School Evaluation," "Job Evaluation" Job Applications and Letters of Introduction," "Resume Writing, and " Preparing for Job Interviews" all follow.

As a result of these efforts, a high retention rate of students in the alternative school and vocational special needs programs has been observed. Students express a greater enthusiasm for success in school and relate it to success in the job market.

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CIS Orientation

Name _____

A large number of students found our CIS software very useful in career planning last year. We would like to make you aware of its many capabilities, in the next few homerooms, for good career planning.

Using Quest to Compare Occupations

1. Choose two occupations from the *User Handbook* list.

No. _____ Name _____

No. _____ Name _____

2. After Question 1 (Continuous), enter **COMPARE 1148 1644**
Note how they compared 1148, Bank Officer, and 1644, Bank Teller: continuous work, using facts, decision-making, eye-hand coordination, working with fingers, seeing detail, training, beginning wages.

3. Now compare your occupations and note differences or special skills required:

Occupations

1. Enter **DESC 1614**
Note the information given, and the other information to which it leads you.

2. Do this for one of your occupations and record information important to you:

Programs of Study

1. Enter the number for Aviation Maintenanace: **PROG 275**
Note the information given and the other information to which it leads you.

2. Select a program you may want to learn about:

Schools in Minnesota

1. Enter **SCH 25004 27139 27148**

2. Enter **2 74 86**

3. Select a school and topics that interest you.

Job Search

1. Enter **JS 9944**

2. Examine another JS command useful to you.

Financial Aid

1. Enter **AID 71**

2. Examine another AID command.

Our CIS software cannot do everything for you. Check our other resources at the Career Center. See your counselor. Attend career assemblies relating to your job interests. Talk to students of graduates of education and training programs which you're considering. HAVE A GOOD YEAR!

School Programs Worksheet

Name _____

Select four programs of study from CIS for comparison on this worksheet.

Program _____ **No.** _____

Program Objectives:

Admissions:

Course Work:

Things to Know:

No._____School_____

Program and Cost_____

No._____School_____

Program and Cost_____

No._____School_____

Program and Cost_____

No._____School_____

Program and Cost_____

Program _____ **No.** _____

Program Objectives:

Admissions:

Course Work:

Things to Know:

No._____School_____

Program and Cost_____

No. _____School_____

Program and Cost_____

No._____School_____

Program and Cost_____

Program _____ **No.** _____

Program Objectives:

Admissions:

Course Work:

Things to Know:

No._____School _____

Program and Cost_____

No. _____School _____

Program and Cost_____

No._____School _____

Program and Cost_____

Program _____ **No.** _____

Program Objectives:

Admissions:

Course Work:

Things to Know:

No. _____School _____

Program and Cost_____

No. _____School _____

Program and Cost_____

No. _____School _____

Program and Cost_____

School Evaluation

Select four schools from CIS for comparison. You may compare schools just in Minnesota or those in other states as well. Use the SCH command for Minnesota schools and the NSCH or SCHSORT command for U.S.A. four-year colleges.

Name: _____

School: _____ **No:** _____

Address (1-4):

Phone:

Enrollment:

Racial and ethnic background:

Programs and types of degrees (11-17):

Freshman admission (74-103):

Academic profile and entrance difficulty:

Housing:

Student costs:

Aid application procedures:

Applicants receiving aid:

School: _____ **No:** _____

Address (1-4):

Phone:

Enrollment:

Racial and ethnic background:

Programs and types of degrees (11-17):

Freshman admission (74-103):

Academic profile and entrance difficulty:

Housing:

Student costs:

Aid application procedures:

Applicants receiving aid:

School: **No:**

Address (1-4):

Phone:

Enrollment:

Racial and ethnic background:

Programs and types of degrees (11-17):

Freshman admission (74-103):

Academic profile and entrance difficulty:

Housing:

Student costs:

Aid application procedures:

Applicants receiving aid:

School: No:

Address (1-4):

Phone:

Enrollment:

Racial and ethnic background:

Programs and types of degrees (11-17):

Freshman admission (74-103):

Academic profile and entrance difficulty:

Housing:

Student costs:

Aid application procedures:

Applicants receiving aid:

Job Evaluation Worksheet

After using QUEST, you probably have four jobs that you can compare from the CIS files. Use commands DESC, PREP, and BIB for each of your selections.

Name _____

JOB: _____ **No.** _____

Specialties and their DOT's:

Abilities:

Interests:

Working Conditions

Entry:

Earnings:

Outlook:

Advancement:

Employment Hints:

Training Program Numbers:

Publications:

JOB: _____ **No.** _____

Specialties and their DOT's:

Abilities:

Interests:

Working Conditions:

Entry:

Earnings:

Outlook:

Advancement:

Employment Hints:

Training Program Numbers:

Publications:

JOB: **No.**

Specialties and their DOT's:

Abilities:

Interests:

Working Conditions:

Entry:

Earnings:

Outlook:

Advancement:

Employment Hints:

Training Program Numbers:

Publications:

JOB: **No.**

Specialties and their DOT's:

Abilities:

Interests:

Working Conditions:

Entry:

Earnings:

Outlook:

Advancement:

Employment Hints:

Training Program Numbers:

Publications:

Job Applications and Letters of Introduction Worksheet

Name

JOB SEARCH INFORMATION

You may have acquired a lot of employable skills from your work experiences and courses you have taken in school, but they are not going to be of much use to you unless you can find and land the job you want.

The following activities in CIS will help you to gain these skills:

1. JS 1000* : To start your job search plan, what do you have to do?

2. JS 9939* : Explain the following methods of finding job leads:

   a. Contacting Prospective Employers.

   b. Newspaper Ads.

   c. Employment Agencies.

   d. Friends and Relatives.

   e. School Placement Services.

   f. "Positions Wanted" Ads.

   g. Government.

   h. Faculty Members.

* *File numbers may differ from one CIS to another, but content is similar.*

3. JS 9932*: When you apply for work, you need facts about your work experience and skills. Please complete the Job Application sheet below. (Please include any data or information about yourself.)

Name _____ Social Security Number _____

Address _____ City _____

State _____ Zip _____ Phone _____

SCHOOLS ATTENDED:

School _____ Address _____

Date Started _____ Date Completed _____ Major Field _____ Diploma or Degree _____

School _____ Address _____

Date Started _____ Date Completed _____ Major Field _____ Diploma or Degree _____

ACCOMPLISHMENTS:

_____

_____

_____

** File numbers may differ from one CIS to another, but content is similar.*

4. JS 9938*: a. What information should you have before you fill out an application form?

b. What are some tips for making a good impression at a personnel office?

5. JS 9936*: a. How may a letter of introduction be used?

b. How may a letter of introduction compare to a resume?

c. What should be in a letter of introduction?

d. Read the sample letter. To whom should it be addressed?

e. How should you follow up a letter of introduction?

* *File numbers may differ from one CIS to another, but content is similar.*

Resume Writing

Name

1. JS 9941* a. What is a resume?

   b. What should a resume do?

   c. What should you not include in a resume?

2. JS 9942* : List ways to make your resume attractive:

3. JS 9943* : How should a resume for a person with very little work history be designed?

4. JS 9944*: What does a resume for a recent high school graduate contain?

5. JS 9946*: What does a 'skills-related' resume do?

6. JS 9948*: What should a resume cover letter include? Be like?

7. JS 9949*: Describe the contents of the resume sample letter.

** File numbers may differ from one CIS to another, but content is similar.*

Preparing for Job Interviews

Name _____

1. JS 9953*: a. How many applicants for a job may get an interview?

   b. Mention six things you should do in preparing for an interview.

   c. What are some things to remember when introducing yourself?

   d. Discuss important things to remember when discussing the job in your interview.

   e. Discuss good closing and follow-up techniques to use in an interview.

2. JS 9555*: Select two interview questions and answer them:

3. JS 9956*: What are some sources of information about an employer with whom you are going to have an interview?

** File numbers may differ from one CIS to another, but content is similar.*

Model Program 3:
Eureka High School

SITE:	Eureka High School
CITY AND STATE:	Eureka, California
PROGRAMS IN USE:	Micro-CIS
SITE LOCATION:	Small town
SITE TYPE:	Senior high school
NAME:	Ron Dias
NUMBER SERVED:	1,823
PERCENT AT-RISK:	20

Program Description

A pilot program in use at Eureka High School for students who have been identified as at-risk, failing two through four courses during the ninth grade. The program has both a summer and year-long component and involves parents and students.

Parents of the identified students are called in June to encourage them to participate with their children in the sophomore counseling program and to send their children to summer school to begin making up lost credits. Counselors then meet with the student and his or her parents in their home or at school and distribute a packet of material which includes the following:

- the student's schedule of classes for the following fall;
- a transcript of completed course work;
- a printout of the student's attendance for the year completed;
- a graduation requirements worksheet;
- a school calendar for the coming year, including dates of progress reports and report cards;
- a booklet, "Tricks to Study Smarter," prepared by the school counseling office;
- a booklet explaining the homework policy of the school district;
- a "registration newspaper," prepared by the counseling office, which includes information on graduation requirements, descriptions of course offerings, and other important registration information; and
- a "Contract: Future Goals as Related to Education and Employment." (A sample of the contract is included following this program description.)

In the first quarter of the year following the initial contact, each of the students and parents in the program is seen by a counselor. Part of these counseling sessions is the use of CIS. A concerted effort is made in the spring semester to utilize CIS with all identified students. The worksheet used in starting students with CIS, "Orientation to the Career Center," follows this description.

An evaluation of the 1985 sophomore counseling program showed that 53 students and their parents (one or both) had been visited in the summer. Of these, after one year, 43 students were still enrolled at Eureka High School, and the remainder had moved out of the district or transferred to another high school. The average number of F grades for the 43 students had been 2.7 in their 9th grade year. In the 10th grade year, it was 1.5.

In addition, 14 of the students received no Fs. In total, 473 counseling contacts were made with the students or parents from the first summer contact. The range in number of contacts was from 5 to 26, with 11 as the average.

In the summer of 1986, the parents of the 61 students in the program that year completed an evaluation. Support for the program was virtually unanimous with 100% reporting that they found the summer visit helpful, found the plans and suggestions for helping their children beneficial, and expressed greater understanding of the school's requirements and resources.

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Orientation To The Career Center

Several individuals or small groups of three students will be served in a one-hour period. Each student will leave with minimum of one description and one preparation printout. There is usually time for several students to obtain more information.

1. Introduction (staff and purpose of visit).

2. Brief explanation of center resources, ending with and emphasizing the consolidation of much of the available information in CIS; pass out handbooks.

3. Personal statement from each student to include (with prompting) name, year in school if mixed group, school activities, elective classes, hobbies, family situation, short and long range goals.

Student information may be solicited one item at a time, allowing time for brief discussion about the importance of each item in making career decisions.

Concerns in choosing a career:

1. Interests - as indicated by elective classes, school activities, and leisure activities and hobbies.

2. Salary - students usually know if money is an important consideration. Discussion may include minimum wage, employment possibilities and relationship of salary to educational requirements.

3. Working conditions - students recognize early on their preferences for indoor/outdoor, solitary/social, machines/people, etc.

4. Educational requirements - explanation should explore types of institutions and emphasize the difference between compulsory and voluntary education.

5. Geographic location - this factor is extremely important in light of our semi-isolation.

While students are making their personal statements, others listen, comment, or peruse the handbook. When all students have shared personal information, begin with one student on CIS. The first student offers the opportunity to demonstrate access procedures and to explain the content of the printouts. While student prints DESC and PREP for one occupation, others and instructor are discussing related CIS occupations, the program and school information that is available, classes offered at Eureka High that might be applicable to interest areas, and California State University and University of California requirements. Anything goes, with attention to insuring that each student gets to the computer.

When all students have their printouts, interested students may go back for additional information or the group may discuss questions about existing printouts.

Contract: Future Goals as Related to Education and Employment

Name _____ Grade _____ Date _____

GOALS

Short term: _____

_____

Long term: _____

_____

To achieve the goal(s), the student, parent(s), and school designee will commit themselves to the following:

Student	Parent	School
1. Regular attendance.	1. Know what student is doing.	1. Provide counselor to assist parent/ student with course(s).
2. Complete all assignments.	2. Hold student accountable for behavior.	2. Provide programs at interest/skill level.
3. Abide by rules.	3. Encourage one hour per night study sessions.	3. Provide counselor to discuss academic/personal problems.
	4. Set aside quiet place to study.	
	5. Make sure student attends regularly.	
	6. Call counselor with any questions.	
_____	_____	_____
_____	_____	_____

Student Signature _____

Parent Signature _____

Counselor or School Representative's Signature _____

Model Program 4:
Harrisburg Union High School

SITE:	Harrisburg Union High School
CITY AND STATE:	Harrisburg, Oregon
PROGRAMS IN USE:	Micro-CIS, HSP
SITE LOCATION:	Rural
SITE TYPE:	Senior high school
NAME:	Karyn George
NUMBER SERVED:	190
PERCENT AT-RISK:	15

Program Description:

In the Harrisburg Union High School career guidance program, which is in use with the entire student body, students are required to identify a career goal and work toward it. A sequence of activities, in Grades 9 - 12, help students achieve greater self-understanding, identify goals, and refine and clarify them.

At each grade level, CIS is an integral part of the required activities of the program. In Grade 9, students complete HIGH SCHOOL PLANNER; in Grade 10, they concentrate on QUEST; in Grade 11 career and/or college exploratory activities are completed; and in Grade 12 Micro-SKILLS is used. Using CIS at each grade level is a specific goal of the program.

A list of the "Required Career Development Activities" at each grade level follows. The records of each student's completed activities are kept in a folder in the Career Center. In addition to the published materials identified in the list, there are locally developed materials for some of the activities and for follow-up of the various instruments identified.

As a result of this program, students seem generally more focused, and the school retention rate is higher than in schools with similar populations.

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Required Career Development Activities

Grade 9:

1. *Career Information System - High School Planner (HSP):* Students develop four-year plan, selecting courses of study for the four years of high school using HSP.

2. *Study Skills Attitudes and Methods Survey* (San Diego, CA: Educational and Industrial Testing Service.): Students complete a survey designed to help them examine attitudes and study methods that may present obstacles to academic success.

3. *Study Skills Unit:* A unit of study is presented in freshman English to assist in the development of good study habits. The unit is available from the National Association of Secondary School Principals in Reston, Virginia.

4. *COPS Interest Inventory* (San Diego, CA: Educational and Industrial Testing Service.): This survey is used in guiding examinees in the exploration of occupations. It provides a good starting point for exploring the world of work.

5. Students complete a test of basic skills.

Grade 10:

1. *Differential Aptitude Test (DAT)* (Cleveland, OH: The Psychological Corporation.): Completion of this test and the accompanying questionnaire provides information through computerized scoring to match interests and abilities or show the absence of a match.

2. *DAT Interpretation:* A packet is completed using the DAT results. Students use the information as a base for further research.

3. *Career Exploratory Activity:* Students use the Occupational Outlook Handbook, Chronicle Briefs (Moravia, NY: Chronicle Guidance Publications, Inc.) or *Vocational Biographies* (Sauk Center, MN) to research careers.

4. *Career Information System - QUEST:* Based on stated likes and dislikes, students generate lists of possible careers.

5. Students complete a test of basic skills.

Grade 11:

1. Students complete a test of basic skills.

2. *Preliminary Scholastic Aptitude Test* and/or *Armed Services Vocational Aptitude Battery:* Both of these are optional.

3. *Career Orientation Placement and Evaluation Survey (COPES)* (San Diego, CA: Educational and Industrial Testing Service.): This survey provides measurement of personal values which have a demonstrated effect on vocational motivation and values.

4. *Career Information System:* Students use the program for career exploration activities and to obtain college and military information.

5. *JOB-O Career Finder* (Meadow Vista, CA: CFKR Career Materials Inc.): Students use this for further career planning and research.

Grade 12:

1. Students complete a test of basic skills.

2. *Career Information System - Micro-SKILLS:* Students match self-assessed skills with the skill requirements of occupations.

3. *Career Ability Placement Survey (CAPS)* (San Diego, CA: Educational and Industrial Testing Service.): The CAPS measures abilities keyed to the entry requirements for the majority of jobs in each of the fourteen occupational clusters. Students follow up by researching careers related to abilities.

4. Job Search Activities: Students complete a packet on each of the following: employable attitudes, finding job openings, letter of application, job application, resume, and interviewing techniques. A personal resume is developed and students go to the local "Job Fair" and practice interviewing skills.

Model Program 5:
Lander Valley High School

SITE:	Lander Valley High School
CITY AND STATE:	Lander, Wyoming
PROGRAMS IN USE:	Time-shared CIS, Micro-QUEST Kit, Books
SITE LOCATION:	Small town
SITE TYPE:	Senior high school
NAME:	Jacqueline Reemts
NUMBER SERVED:	600
PERCENT AT-RISK:	34

Program Description

At Lander Valley High School, students who are identified as potential dropouts are involved in a program called Success in School. Another class, EBCE (Experience-Based Career Education), although not specifically limited to potential dropouts, attracts many at-risk students because of its experience-based approach.

In the EBCE class, the first semester is devoted to career decision-making. Several interest inventories and aptitude evaluations are used to help the students identify the occupations which are closest to their interests and abilities. QUEST is one of the instruments used. A "QUEST Follow-Up Worksheet" (included following this program description) helps the students focus not only on the jobs of interest, but also on what they learned about themselves during the use of QUEST. At the end of the semester, each student compares the results of the instruments to identify the occupations to consider. The teacher of the class has observed that most students identify about ten occupations. Students are then asked to select five out of these ten for further exploration through the computerized version of CIS. It is at this time that students get descriptions, ways to prepare, and programs of study for their final four occupations. Students use this information to prepare themselves for their visits to the job sites where they are trying to find out what they like and don't like about the jobs they have identified.

The Succeeding in School class uses the same approach with QUEST except it is the only instrument used. After using QUEST, students complete the "QUEST Follow-up Worksheet" and identify five "ideal" occupations. They then write brief reports describing each job of interest and its outlook from information obtained from the computerized version.

Because students tend to "believe in" information printed by the computer, they realize the importance of math and verbal skills and their relation to job skills. They, therefore, show an improved attitude toward staying in school.

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QUEST Follow-up Worksheet

Name _____

1. Complete the 21 QUEST items in the handbook.

2. Schedule time in the computer lab to complete QUEST.

3. Based on the results of QUEST, list those jobs that interest you.

Number	Name of Occupation
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. Which items did you change?

5. From those changes, what did you learn about yourself and what you expected out of a job?

Model Program 6:
Molalla Union High School

SITE:	Molalla Union High School
CITY AND STATE:	Molalla, Oregon
PROGRAMS IN USE:	Micro-CIS, Needle-Sort Kit
SITE LOCATION:	Small town
SITE TYPE:	Senior high school
NAME:	Bob Wendling
NUMBER SERVED:	920
PERCENT AT-RISK:	10

Program Description

Molalla Union High School has an ongoing program of career development activities. In the 9th, 10th, and 11th grades, students participate in one week career units. In the 11th and 12th Grades, students complete Learning Activity Packets (LAPs) to complete their requirements for graduation. CIS is utilized in all parts of the program.

A *Career Development Guide* produced by the school provides background material, lessons and sample materials for teachers, counselors and administrators. Selected materials from this guide are included in the following pages. They are

- the "Required and Optional Career Development Activities;"
- the "Career Planning Folder" which is maintained by each student;
- a worksheet used for job hunting preparation —"Competencies and Credentials are Keys to Jobs and Job Success;" and
- a "Student Record of Completed Learning Activities."

Counselors observe that students' decisions are confirmed or changed because of the accurate, up-to-date information they have received. New options are discovered and the gap between reality and fantasy is narrowed. This is particularly important for at-risk students.

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Required and Optional Career Development Activities

CAREER DEVELOPMENT: The exploration of personal interests and abilities with regard to career selection, and the development of tentative career goals.

9th Grade

Required Activities

Worker Trait Group/Interest Checklist
Search Worksheet
Career Decisions
Career Folder
Judging Jobs
CIS QUEST - Desc, Prep, Prog
Four-Year Plan

10th Grade

Required Activities

General Aptitude Test Battery
Search Worksheet
Career Folder Update
Life Styles
Work Values
Judging Jobs
CIS QUEST - Desc, Prep, Prog

11th Grade

Required Activities

Job Hunting Unit
Competencies and Credentials are Keys to Jobs
Door to Door Role Play
Job Application
Job Interview
Typed Resume

11th & 12th Grade

Required Activities

Learning Activity Packets - Each person must state career or vocational goals and complete L.A.P.s and activities that correspond.

Optional Activities:

Each student must participate in some of the following Career Development activities. You need a total of 22 hours of optional activities listed in your record to complete this Career Development requirement.

OPTIONAL ACTIVITIES INCLUDE (but are not limited to):

• Clackamas Career Institute	4 - 12 hours
• Clackamas Skills Contest	4 - 12 hours
• Computer Use	Limited to 4 hours
• ASVAB Testing and Interpretation	3 hours
• S.A.T.	3 hours
• P.S.A.T./National Merit	2 hours
• Field Trips	3 - 9 hours
• Use of Career Center for personal career study	Unlimited
• Exploring	Negotiable
• College Visitation	3 - 8 hours
• Financial Aid Meeting	3 hours
• Attending Career Conferences	Negotiable

Courses in Career Interest Areas

List those you expect to take. Check (x) those you actually completed.

9-10	11-12	Post Secondary

Work Experience

Date	Job	Employer

Career Planning Folder

Name _____ Birthdate _____

Social Security Number _____ Work Permit Number _____

Grade	Tentative Career Choice	Date

Grade	Hobbies and Leisure-Time Activities

KEY:

ACTIVITIES

1. Speaker
2. Individual Field Trip
3. Group Field Trip
4. Film
5. Interview
6. Job Observation
7. Resources (Kits, Reading)
8. Exploratory Activities
9. Resume
10. Cluster Game
11. Other

CLUSTER

1. Agriculture
2. Bookkeeping/ Accounting
3. Clerical
4. Secretarial
5. Marketing
6. Health
7. Social Service
8. Food Service (Specify)
9. Electrical
10. Construction
11. Metal Working
12. Mechanical & Repair
13. Wood Products
14. Graphic Arts
15. Other

ACTIVITY	CLUSTER	DATE	PERSONAL REACTION

Self Survey Information

Record results of interest and aptitude inventories such as JOB-O, Kuder, Strong, GATB, etc. Give name of the test and date taken.

DATE	TEST	RESULTS

Tests most commonly indicate my interests are in these cluster areas:

The jobs I like best in these cluster areas are:

DATE	CLUSTER AREAS	JOBS

Competencies and Credentials Are Keys to Jobs and Job Success

Name _____

COMPETENCIES (SKILLS)	WHERE DID YOU LEARN THE SKILL? (SOURCES)		WHAT PROVES THAT YOU HAVE THE SKILL? (RELATED CREDENTIALS)
	SCHOOLS	EXPERIENCE	
Making Change	Math Class	Cashiering	
Swimming	P.E.	Red Cross	Life Saving Certificate
Driving Car	Driver's Ed.	Practice	Driver's License
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Student Record of Completed Learning Activities

Name _____ Year to Graduate _____

EACH STUDENT MUST COMPLETE THIS CAREER PACKET IN THE JUNIOR AND/OR SENIOR YEAR OF HIGH SCHOOL TO SATISFY PART OF THE CAREER EDUCATION REQUIREMENT FOR GRADUATION.

THE THREE REQUIREMENTS OF THIS PACKET ARE:

1. State your occupational/vocational goals (immediate, intermediate, long range).
2. Complete Learning Activity Packets or activities that correspond to your goal(s).
3. Complete 22 optional career hours.

1. Goals:

A. What is your immediate occupational/vocational goal after you graduate from high school?

_____

Steps to be taken:	By when? Deadlines:	Counselor use:
1) _____	_____	_____
2) _____	_____	_____
3) _____	_____	_____
4) _____	_____	_____

B. What is your intermediate occupational/vocational goal (3 months to 2 years) after graduation from high school?

_____

Steps to be taken:	By when? Deadlines:	Counselor use:
1) _____	_____	_____
2) _____	_____	_____
3) _____	_____	_____
4) _____	_____	_____

C. What is your long range occupational/vocational goal (3 to 5 years) after you graduate from high school?

_____

Steps to be taken:	By when? Deadlines:	Counselor use:
1)_____	_____	_____
2)_____	_____	_____
3)_____	_____	_____
4)_____	_____	_____

2. Learning Activity Packets:

College or Community College	Vocational School	Apprenticeship	Military	Job	Other	LAP	
						2	CIS QUEST Program on computer
						4	*Financing Your Education,* Financial Aid meeting or *Meeting College Costs*
						5	*About College,* college visit or representative visit
						6	*Mapping Your Education, It's Your Decision* or college catalog
						7	*Choosing a Vocational School*
							Job Hunting: Getting It Together - booklet
							ASVAB
							Review military books
							See recruiter
							Oregon Guide to Apprenticeship orCIS Information (PROG 631)*
							Other:_____

**File numbers may differ from one CIS to another, but content is similar.*

Counselor Checklist:

_____Goals

_____Steps

_____QUEST

_____Hours

College:

_____SAT/ACT

_____FAF

_____Visit

_____Application

_____Housing

_____Transcript

3. Optional Hours:

_____

_____

ALL REQUIREMENTS OF THIS CAREER PACKET HAVE BEEN COMPLETED _____

Model Program 7:
Pleasonton Public High School

SITE:	Pleasonton Public High School
CITY AND STATE:	Pleasonton, Nebraska
PROGRAMS IN USE:	Micro-QUEST Kit
SITE LOCATION:	Rural
SITE TYPE:	Senior high school
NAME:	Robert Bednar
NUMBER SERVED:	255
PERCENT AT-RISK:	30

Program Description

At Pleasonton Public High School, a career education class in the 10th Grade has been found effective with at-risk students. The class uses CIS QUEST and information files; one or more paper and pencil interest inventories; *Activities for Exploring Career Decision-Making* (Appalachia Educational Laboratory, Inc. Bloomington, IL: McKnight Publishing Company, 1981); and the approach developed by Bolles in *What Color is Your Parachute?* (Berkeley, CA: Ten Speed Press, 1986).

Included from this program are the following:

- the "Occupations Class Objectives;"
- an assignment—"A Successful Person;"
- a worksheet, "Choosing Courses;"
- a culminating worksheet, "My Personal Profile;" and
- a "Course Evaluation to be Completed by Students."

Counselor observations of participant outcomes have included an increased motivation to pursue education, improved self-esteem, increased goal setting, and increased perception of occupational options. In addition, students see why education is necessary for improving one's future.

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Occupations Class Objectives

1. I can identify my highest aptitudes.
2. I can define my life style goal.
3. I can identify my personal values.
4. I can identify three individuals in the working world who I admire.
5. I can identify my occupational interests.
6. I can identify the occupational skills I have gained from past work-related experiences.
7. I can identify the factors that usually keep me motivated and disciplined in completing a task.
8. I can identify what classes in the high school curriculum are necessary in preparing for my career.
9. I can relate my past work experience and skills to future career options.
10. I can evaluate how my personality will affect my career choice.
11. I am exploring how decisions influence career, family, leisure time.
12. I am exploring how my career decisions will influence my financial security.
13. I am developing an educational plan to help me prepare for my career.
14. I am developing my own sense of identity and self worth as I identify my aptitudes, interests, values, and skills.
15. I am developing a sense of appreciation for the people and experiences that are having an impact on my career decisions.
16. I am learning that my career/life plan is ever changing and developing as I gain new experiences.

A Successful Person

Identify a person that you admire as successful in his or her career and life style. This can include how the person spends time in career-related activities, leisure activities, activities with family and friends, and activities related to his or her spiritual well-being.

Complete an essay, approximately two pages in length, about your admired person. You may interview the person you admire, interview people who personally know your admired person, or do research from magazines, newspapers or books.

Use the following topics to guide your study of this person (not all topics need to be included):

1. Time and place of birth.
2. Background information regarding family, friends, and community.
3. Personality description.
4. Hobbies, interests, abilities.
5. Opinions or beliefs about the world, politics, problems, etc.
6. School and educational background.
7. Successes or failures.
8. Greatest events in this person's life.
9. Worst events in this person's life.
10. What motivates this person.
11. Any rules this person has followed.
12. A motto this person has followed.
13. Values.
14. Aptitudes and skills.
15. How religion has influenced this person.
16. Goals this person has set and/or met.
17. This person's career development.
18. This person's sense of personal self-worth.

Choosing Courses

Name _____ Date _____

1. At this point in high school, I am planning to attend a

_____ Four-Year College Program

_____ Two-Year College Program

_____ One-Year College Program

2. which will prepare me to qualify for the occupations of:

_____ _____

_____ _____

3. The title of my main course of study (or major) will be: _____

4. The courses that are "required" in this program are:

_____ _____

_____ _____

_____ _____

_____ _____

5. Some additional or related careers that this course of study would prepare me for are:

_____ _____

_____ _____

6. If I am to prepare for this career and course of study in college, I should take the following courses in high school:

_____ _____

_____ _____

_____ _____

My Personal Profile

Name _____ Date _____

1. What are ten of your highest personal and social strengths?

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

2. What would you consider five areas in which you feel you need to improve in terms of personal or social abilities?

_____ _____

_____ _____

_____

3. According to the Harrington-O'Shea Career Decision Making System,

a. What type of person are you? _____

b. What careers would best suit you? _____

_____

4. According to the Strong-Campbell Interest Inventory, what six careers match your interests the strongest?

_____ _____

_____ _____

_____ _____

5. According to your ASVAB results, what are your strongest aptitudes?

_____ _____

_____ _____

6. a. How does the Myers-Briggs Type Indicator describe your personality?

_____

_____

b. How does the MBTI influence the career you will choose?

_____

_____

7. According to the Values Appraisal, what are your three strongest values in life?

_____ _____

_____

8. What do your parent(s) suggest you do after graduating from high school?

_____

_____

9. What people do you most admire in terms of their careers and life styles?

_____

_____

10. Would you like to work in a career that deals with mostly:

_____ people
_____ data and facts
_____ working on things
_____ working with your hands
_____ indoors
_____ outdoors
_____ sitting a lot
_____ moving around
_____ working at the same thing
_____ frequently changing job tasks
_____ physical exercise
_____ persuading others

11. Which careers have you explored using CIS?

_____ _____
_____ _____
_____ _____

12. What careers are you most interested in at this point?

_____ _____
_____ _____
_____ _____

13. Identify a motto, rule, or saying to guide your life in the future.

14. Write an essay on what you intend to do in the future in terms of education, career, finance, family, religion, and leisure. Include how the Occupations Class has assisted you in these decisions with the use of CIS, tests, discussions, activities, textbook readings, and speakers.

Course Evaluation to Be Completed by Students

We all learn when we evaluate what we have done. The following activity will help us see what has been learned from Occupations Class and how it can be improved. You are to indicate whether you agree or disagree with the following statements by circling 4, 3, 2, or 1 beside each statement.

4 = I strongly agree with the statement.
3 = I agree more than I disagree with the statement.
2 = I disagree more than I agree with the statement.
1 = I strongly disagree with the statement.

1. I have learned a great deal about myself in Occupations Class.	4 3 2 1
2. The career related tests were an effective way of learning about myself.	4 3 2 1
3. This class has shown me that I have a number of occupational options in the future.	4 3 2 1
4. This class has encouraged me to set higher goals for myself.	4 3 2 1
5. I am trying harder to get better grades as a result of this class.	4 3 2 1
6. I know how to apply for a job.	4 3 2 1
7. I know what to expect in a job interview.	4 3 2 1
8. This class has shown me the need to have a good school record.	4 3 2 1
9. This class has shown me the need to continue my education after high school.	4 3 2 1
10. I am not sure that I will finish high school.	4 3 2 1
11. The activities in this class were easy to understand.	4 3 2 1
12. The teacher seems to know a lot about careers.	4 3 2 1
13. I feel comfortable in talking to the teacher about my career needs.	4 3 2 1
14. I want to further explore career information even though this class is formally ending.	4 3 2 1
15. This class has made me feel important as an individual.	4 3 2 1
16. This class has helped me identify my career related skills and strengths.	4 3 2 1
17. This class has helped me to know my weaknesses so that I can improve my ability to succeed in a career.	4 3 2 1
18. I feel that being successful in a career is directly related to my success in high school.	4 3 2 1

4 = I strongly agree with the statement.
3 = I agree more than I disagree with the statement.
2 = I disagree more than I agree with the statement.
1 = I strongly disagree with the statement.

19. The teacher has pushed me in a career direction that I feel uncomfortable about.	4 3 2 1
20. The teacher seems to enjoy teaching this class.	4 3 2 1
21. Learning in this class is more than just reading the material and taking tests.	4 3 2 1
22. The computer activities were helpful in exploring careers.	4 3 2 1
23. This class has made me confused about my career options.	4 3 2 1
24. The class field trip helped me see what kind of occupation I would like to pursue.	4 3 2 1
25. The class field trip helped me see what working conditions I would like.	4 3 2 1
26. The class field trip helped me see the need to work hard in high school.	4 3 2 1
27. This class should be required for all students.	4 3 2 1

Describe two things you liked most about this class.

Describe two things you liked least about this class.

Describe two things the teacher could do to improve this class.

Other comments:

Model Program 8:
Southeast Island School District

SITE:	Southeast Island School District
CITY AND STATE:	Ketchikan, Alaska
PROGRAMS IN USE:	Needle-Sort Kit
SITE LOCATION:	Rural
SITE TYPE:	Senior high school
NAME:	Ernest Hansen
NUMBER SERVED:	154
PERCENT AT-RISK:	12

Program Description

In the Southeast Island School District, CIS in used in the "Career Orientation Course" which is offered to all students. It is part of the district's philosophy that this course "shall provide for students the knowledge, skills and attitudes necessary to function successfully in the job marketplace, except for the specific skills of a chosen occupation." Opportunities for vocational exploration and more specific training follow experience with this core curriculum.

The course description, which is attached, is first divided into six major areas of study. Each of these is then expressed as goals with associated performance indicators. There are a number of points in the curriculum where CIS can be used. The performance indicators most directly related to the components of CIS are starred.

The text for the course is *Succeeding in the World of Work* (G. Kimbrell and B.S. Vineyard. Rev. Ed. Bloomington, IL: McKnight Publishing Company, 1981). The low reading level text, approximately Grade 4, is *Entering the World of Work* (G. Kimbrell. 2nd Ed. Bloomington, IL: McKnight Publishing Company, 1983). Both of the texts include workbooks, videocassettes, and instructor's manuals. In addition, CIS as well as a series of video modules and student activities, *Unlocking Your Potential*, (B. Moawad. Chicago, IL: Nightingale Conant, 1985) are listed as primary instructional materials. Supplemental instructional materials include publications about job seeking competencies available from the Alaska Department of Labor and the Alaska Department of Education. Similar publications are available in many states.

The program has been found to help students develop more realistic goals.

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Senior High School Career Orientation Course

COURSE DESCRIPTION: Career Orientation is designed to prepare students to make wise choices regarding employment opportunities. The students will become aware of their interests and aptitudes for various occupational/professional careers. Students will also learn desirable work habits and effective ways for procuring desired employment. Also included in the course are methods of personal financial management.

Area of Study I: Self-Awareness

GOAL # 1: Becomes aware of interests.

PERFORMANCE INDICATORS

1. Identifies sources of interest inventories.
*2. Completes standard interest inventories.
*3. Lists interests.
4. Explains how interests may change.

GOAL # 2: Becomes aware of aptitudes.

PERFORMANCE INDICATORS

1. Relates interest inventory information to aptitudes.
*2. Identifies areas of aptitude.
3. Explains how aptitudes can change.

GOAL # 3: Develops goals.

PERFORMANCE INDICATORS

*1. Uses interests and aptitudes in establishing goals.
2. Devises a plan to achieve goals.
3. Implements the plan to accomplish goals.

The performance indicators most directly related to the components of CIS are starred.

Area of Study II: Exploration of Career Alternatives

GOAL #1: Understands consequences of career choices.

PERFORMANCE INDICATORS

*1. Identifies training necessary for different occupations.
*2. Relates compensation to different occupations.
*3. Explains how work environment, hours, and benefits differ with different occupations.
*4. Identifies occupations with varying degrees of job security.
*5. Relates geographic location to job choice.
*6. Relates career ladder to job choice.
*7. Identifies work-related hazards.

GOAL # 2: Explores job market.

PERFORMANCE INDICATORS

1. Describes how various job markets have different growth/employment potentials.
*2. Discusses supply and demand of current and anticipated job markets.

GOAL # 3: Understands consequences of being an employee, an employer, or self-employed.

PERFORMANCE INDICATORS

1. Identifies advantages and disadvantages of being employed by others.
2. Identifies advantages and disadvantages of being an employer/manager.
*3. Identifies advantages and disadvantages of self-employment.
*4. Identifies entrepreneurship options.
5. Identifies sources of business development capital.
6. Identifies tax benefits/liabilities.
7. Identifies responsibilities of employers for their employees.
8. Identifies differences of time commitment between hourly wage employees and salaried employees.

Area of Study III: Career Preparation

GOAL # 1: Understands sources for career decision information.

PERFORMANCE INDICATORS

*1. Identifies sources of career information.
2. Describes the function of employment agencies and placement services.
*3. Identifies print sources of employment information.
*4. Uses resources to gather career information.

**The performance indicators most directly related to the components of CIS are starred.*

GOAL # 2: Recognizes the need for occupational training.

PERFORMANCE INDICATORS

*1. Identifies sources of career information.
*2. Describes the function of employment agencies and placement services.
*3. Identifies print sources of employment information.
*4. Uses resources to gather career information.

Area of Study IV: Marketability Of Self

GOAL # 1: Understands how to get a job.

PERFORMANCE INDICATORS

1. Completes social security card application.
2. Identifies how to use employment agencies and placement services.
3. Lists benefits and drawbacks of using employment agencies.
4. Identifies sources of employment listings.
*5. Develops resume.
*6. Completes a variety of job applications.
7. Develops knowledge and skills prerequisite to effective interviewing.
8. Exhibits dress and behavior appropriate to the interview.
9. Participates in a job interview.

Area of Study V: Work Habits

GOAL # 1: Develops good work habits.

PERFORMANCE INDICATORS

1. Defines dependability.
2. Demonstrates dependability within the context of the course.
3. Develops and demonstrates good personal relations with employer-teacher and fellow employees-students.
4. Defines the relationship between productivity and the work environment.
5. Identifies the relationship between worker rights and employer rights.
6. Demonstrates initiative in carrying out duties.

**The performance indicators most directly related to the components of CIS are starred.*

Area Of Study VI: Compensation Schemes

GOAL # 1: Understands personal finance.

PERFORMANCE INDICATORS

*1. Develops a personal budget.
2. Follows procedure for opening and maintaining personal checking and savings accounts.
3. Explores alternatives for savings and investment.
4. Recognizes benefits and methods of establishing credit.
5. Explores financial loans and alternative forms of finance.
6. Maintains records for tax purposes.
7. Completes a personal tax return.
8. Explores a variety of insurance needs and plans.
9. Establishes a mock insurance plan.
10. Explores a variety of alternatives for planning for retirement

GOAL # 2: Understands payroll computations.

PERFORMANCE INDICATORS

*1. Computes gross earnings on an hourly wage.
2. Computes overtime pay.
3. Completes payroll forms.
4. Determines FICA deduction.
5. Determines withholding tax (federal, state).
6. Identifies other deductions pertinent to specific employment.

**The performance indicators most directly related to the components of CIS are starred.*

Model Program 9:
Ventura High School

SITE:	Ventura High School
CITY AND STATE:	Ventura, California
PROGRAMS IN USE:	Micro-CIS
SITE LOCATION:	Suburban
SITE TYPE:	Senior high school
NAME:	Dennis Swindall
NUMBER SERVED:	2000
PERCENT AT-RISK:	25

Program Description

At Ventura High School, a three week "Career Life Planning" program is offered to all students in the 10th Grade. Several high school courses may be used depending upon teacher availability and interest. CIS and other materials are integrated to promote self-awareness, career awareness, and educational awareness and to facilitate improved career decision-making and problem solving.

A booklet of activities and exercises related to each of the goals is given to each of the students in the class. Included in the booklet are several lists of occupations organized according to different clustering systems. In addition, the booklet contains the school's graduation requirements, the courses available by grade and the relationship between vocational education programs and courses at the school. The following materials from the booklet are reproduced here:

- an "Introductory Letter to Students;"
- the "Table of Contents and Checklist of Completion;"
- a "Personal Inventory;"
- a "Career Investigation Worksheet;" and
- a "Career Decision-Making Worksheet."

As measured by student reports, there is an increased awareness of self, of careers, and of the relationship between careers, education and training.

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Introductory Letter to Students

Date

Ventura High School
2155 E. Main Street
Ventura, CA 93003

Dear Student,

You are about to embark upon a three week career program at Ventura High School.

Basically the program is designed to satisfy three major goals:

1. To help each of you to become more aware of the following processes involved in Career/Life Planning:
    a. Self Awareness -- Your interests, aptitudes/abilities/skills, values and personal traits.
    b. Problem Solving – A logical sequence in decision making.
    c. Career Awareness – To understand more about various occupations.
    d. Career Decision Making -- The conditions and experiences that influence the choice of an occupation.
    e. Educational Awareness – To be aware of the many occupational training routes available to you the student.

2. To help you choose the classes at Ventura High School that will help you achieve your career goals.

3. To familiarize each of you with the Career Center and its programs.

With your cooperation and involvement, the program will be interesting and fun for all of us. Feel free to ask questions and involve yourself in our discussions.

To get the most out of the program, it is imperative that you attend class daily as you will be given new material each day.

I am looking forward to meeting each of you during this Career/Life Planning unit.

Sincerely,

Career/Vocational Counselor

Table Of Contents And Checklist Of Completion

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It is important to involve other people in your Career/Life Planning experiences. Therefore, we would like you to get the following signatures as you progress through this unit:

PARENT SIGNATURE AT THE BEGINNING OF THE UNIT: _____

After the completion of each lesson, have it checked by a teacher or a counselor:

Lesson One _____

Lesson Two _____

Lesson Three _____

Lesson Four _____

Teacher or Counselor _____

PARENT SIGNATURE AT THE END OF THE UNIT: _____

Personal Inventory

The questions below may or may not apply to you. Answer those that do. They are designed to stimulate your interest in thinking about the future.

1. Of the classes you have taken in high school, check which were the most interesting to you.

a. Science _____	g. Physical Education_____
b. Math_____	h. Art_____
c. Social Studies_____	i. Music_____
d. Home Economics_____	j. English_____
e. Industrial Arts_____	k. Foreign Language_____
f. Business Courses_____	l. Other _____

2. What does your family want you to do after high school?

3. On the basis of your high school grades, how do you think you are rated as a student by your teachers? Circle one:

   a. Excellent, mostly As
   b. Good, mostly Bs
   c. Average, mostly Cs
   d. Poor, but passing, mostly Ds and Cs
   e. Not passing, mostly Fs and Ds

4. What grades do you try to get? _____

5. In general, do you feel you can do college work? _____

6. Have you talked with teachers about your future work? _____

7. Have you talked with someone who does the kind of work you want to do? _____

8. Do you plan to go on to school in the first year after you leave high school? _____

What kind of school? _____

9. Do you plan to go directly to work after high school? _____

YOU'RE A SPECIAL PERSON

YOU'RE SPECIAL!!

How?? Circle up to 15 of the following terms that reflect the kind of person YOU think you are:

CREATIVE	SELF CONFIDENT	INDEPENDENT
LEADER	SENSITIVE	SELF- STARTER
LOGICAL	FOLLOWER	TOLERANT
SELF DISCIPLINED	TRUSTING	PERSISTENT
FRIENDLY	RESPONSIBLE	CAPABLE
WARM	COMPASSIONATE	ASSERTIVE
SENSE OF HUMOR	STRONG	SINCERE
CARING	ARTISTIC	RELIABLE
SOCIAL	ENERGETIC	PATIENT
HONEST	SERIOUS	OPTIMISTIC
ADVENTUROUS	PROUD	DECISIVE
DEPENDABLE	GOOD LISTENER	EMPATHETIC
HAPPY WITH SELF		

TOP SIX:

_____ _____

_____ _____

_____ _____

YOU'RE UNIQUE!!

Your uniqueness is your most important asset. You give meaning to the everyday things you do by being the kind of person you are. The world of your family and your friends is a different place simply because you exist and influence them in countless ways.

Career Investigation Worksheet

Name _____ Date _____

I. CAREER TO BE STUDIED: _____

II. JOB DESCRIPTION:

A. Typical duties for this occupation:

B. What kind of business or industry offers employment in this occupation?

C. Name special tools, machines, equipment or facilities used.

III. EDUCATIONAL PREPARATION REQUIREMENTS:

A. High school graduation? Yes ____ No ____

B. Trade-technical school? Yes ____ No ____

C. Community college degree desired? Yes ____ No ____

D. Is on-the-job training available? Yes ____ No ____

E. Are apprenticeships required? Yes ____ No ____
For how long? _____

F. Must you join a union? Yes ____ No ____

G. Is a license or certificate required to enter this occupation? Yes ____ No ____

H. What high school subjects are useful to prepare for this occupation?

_____

_____

_____

_____

_____

IV. PERSONAL QUALIFICATIONS FOR THIS OCCUPATION:

A. Mental abilities and aptitudes (verbal, numerical, or mechanical reasoning; clerical speed and accuracy; language usage; abstract reasoning):

B. Physical requirements (active or sitting; strength; height; weight; finger and/or body dexterity; eye/hand coordination; normal hearing; normal vision - natural or corrected):

C. Personality traits (neatness; memory; initiative; attendance habits; responsibility; pride in workmanship; etc.):

D. Interest requirements (working with data, people, or machines):

E. Special health factors that should be considered:

V. WORKING CONDITIONS FOR THIS OCCUPATION:

A. Hours: Day _____ Week _____

B. Extra hours in peak periods?	None_____	Some_____	Much_____
C. Work nights?	None_____	Some_____	Much_____
D. Unusual health or safety hazards?	None_____	Some_____	Much_____
E. Is the job physically tiring?	None_____	Some_____	Much_____
F. Will you be required to meet the public?	None_____	Some_____	Much_____
G. Will you work alone much of the time?	None_____	Some_____	Much_____
H. Will you have to make decisions?	None_____	Some_____	Much_____
I. Will you have definite responsibilities?	None_____	Some_____	Much_____
J. Does the work have variety or is it routine?	None_____	Some_____	Much_____
K. Does this job require concentration for long periods?	None_____	Some_____	Much_____
L. Will there be much noise or distraction?	None_____	Some_____	Much_____
M. Will you be required to travel?	None_____	Some_____	Much_____
N. Will you work indoors, outdoors or both?	None_____	Some_____	Much_____

O. Will the work be regular or seasonal? _____

P. Will you be working primarily with things, people, or ideas? _____

Q. Are most workers in this career found in cities, rural areas, offices, factories, etc.?

VI. COMPENSATION:

A. What is the starting salary? Hourly ____ Weekly ____ Monthly ____ Yearly ____

B. What is the basis for earnings most common to this occupation? (hourly rate, salary, piece work, commission, etc.)

C. Top salary potential in this occupation? _____

D. What fringe benefits are offered? (insurance, vacations, sick leave, company stocks, retirement, etc.)

VII. EMPLOYMENT OUTLOOK FOR THIS OCCUPATION:

A. In the next 5 to 10 years what is the employment outlook?

Will: Grow ____ Remain the same ____ Decline ____

B. Is technology expected to change the requirements? Yes ____ No ____

C. How many people are employed in this occupation? _____

VIII. MY PERSONAL CONSIDERATIONS AND/OR COMMENTS:

A. Advantages of the career: Disadvantages of the career:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

B. Would you expect this occupation to be your life career? Yes ____ No ____

C. Have you discussed your career plans with your parents? Yes ____ No ____

D. List five of YOUR "Work/Life Values" and explain how each is or is not satisfied by this occupation:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

E. List five of YOUR "Employable Abilities" and explain how each could be used in this occupation:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

F. What conclusions can you make based on specific information in Section VIII of this report?

Career Decision-Making Worksheet

Name _____ Date _____

OBJECTIVE: When you have completed this lesson, you will have drawn conclusions about yourself and the world of work and you will have evaluated directions which might be inviting to you for further preparations and planning.

INTRODUCTION: While you have been working in this booklet, you have been gathering information about yourself. This information should have helped you gain insight into your strengths and weaknesses. You have studied at least two or more occupations and have found more information about each. Maybe you have found some that seem to fit you pretty well or maybe there were some that you found disappointing. This lesson is designed to focus and pull together the information necessary so you can begin to plan where you want to go, and hopefully, recognize some of the steps necessary to reach your goals.

INSTRUCTIONS: Review the following pages on Graduation Requirements, Potential Course Offerings, Vocational Education, Four-Year Planning Guide, and After High School What. Then answer the following questions regarding your tentative career choices, your present and future classes in high school, and the training routes you plan to take to reach your goals.

1. What kind of salary would you like to be making three years after high school?_____

2. How many hours a week do you expect to work to earn that kind of salary?_____

3. Would you prefer to work with people, information, or things? _____

4. Do you have, or foresee, any physical limitations that would cause you problems in your tentative career choice?

   Yes _____ No _____ If yes, do you have a "Plan B"?_____

5. Are you willing to move to where the work is plentiful if that is necessary? _____

6. How much education are you willing to get? (Check as many as apply.)

   1) _____ I'm going to quit high school.
   2) _____ I'm going to get a high school diploma.
   3) _____ I'm going to get vocational or technical training beyond high school.
   4) _____ I'm going to get some college education.
   5) _____ I'm going to get an AA degree.
   6) _____ I'm going to get a BA degree.
   7) _____ I'm going to get an MA degree.
   8) _____ I'm going to get a doctoral degree.

7. Is furthering your education necessary for the career(s) you have tentatively chosen?

   Yes _____ No _____

8. List the departments at your high school that offer courses for juniors and seniors.

1) _____ 8) _____

2) _____ 9) _____

3) _____ 10) _____

4) _____ 11) _____

5) _____ 12) _____

6) _____ 13) _____

7) _____ 14) _____

9. What high school classes do you feel would help you to achieve your career goals? (List class and department.)

	CLASS	DEPARTMENT
1)	_____	_____
2)	_____	_____
3)	_____	_____
4)	_____	_____
5)	_____	_____
6)	_____	_____
7)	_____	_____

10. After reviewing the sheet entitled "After High School What" (a description of requirements at different levels of post-secondary education), briefly state what you think will be your path after high school:

_____

_____

_____

Now based on the answers you gave to the questions in this section, fill in the Four-Year Planning Guide.

Model Program 10:
Plymouth Junior High School

SITE:	Plymouth Junior High School
CITY AND STATE:	Plymouth, Minnesota
PROGRAMS IN USE:	Micro-CIS
SITE LOCATION:	Suburban
SITE TYPE:	Middle or junior high school
NAME:	Steve McCarthy
NUMBER SERVED:	1107
PERCENT AT-RISK:	10

Program Description

The district in which Plymouth Junior High School is located has a program to promote career development with specific learning experiences suggested for the 7th, 8th and 9th grades. CIS is specifically incorporated into these learning experiences at the 8th grade level. The goals of the district program and the activities for the 8th Grade are outlined in "Career Development Activities in District Junior High Schools." The "Career Planning Activity Record" completed by students is used by students and counselors to keep track of each student's experiences. Both of these are included following this program description.

At Plymouth, materials used in the 8th grade, in addition to CIS, include selected videotapes from the series *Unlocking Your Potential* by Moawad (Chicago, IL: Nightingale Conant, 1985), several interest inventories and films which spark discussions on self-awareness. The program is carried out by the counselors and the English teachers and takes eight class days in the English class. A sample follow-up for self-awareness reactions, "Getting Honest with Myself/for Myself" follows.

The experiences of this program are integrated with developmental group counseling for at-risk students. Counselors have found that the program captures and maintains student interest and encourages a more mature level of thinking for future planning.

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Career Development Activities in District Junior High Schools

Career development in junior high includes the following goals for students:

1. Self-awareness: to develop an understanding of personal talents, values and interests.

2. Decision-making skills: a process of gathering career information, evaluating it, presenting it, and reaching appropriate conclusions from it.

3. Lifestyle options: to understand how different careers will affect the way a person lives.

4. Interpersonal skills: to develop communication skills required in the work setting.

5. Employee responsibilities/employer expectations: to understand employer-employee relations.

To accomplish these goals, the following programs have been developed by guidance counselors and are currently a part of the junior high experience for all students. The programs are offered each year at each junior high school in District 281.

Eighth Grade

I. Aptitude testing

A. Orientation to the Differential Aptitude Test (DAT) (Cleveland, OH: The Psychological Corporation). The DAT tests ability to learn in specific areas. It includes the following aptitudes: verbal reasoning, numerical reasoning (math), abstract reasoning, spatial relations, mechanical reasoning, and clerical speed and accuracy.

B. Administration of the DAT

C. Interpretation of the DAT

1. Score sheets are explained and given to each student to take home.

2. Aptitudes are related to various career areas.

II. Career Information System (CIS) computer program

A. Orientation to CIS

1. Overview of career planning steps such as identifying abilities, interests, etc.
2. Review of the previous year's career planning activities.
3. Interpretation of the CIS booklet and QUEST.

B. Administration of the QUEST section of CIS

1. QUEST questions relate the student's interests, aptitudes, and lifestyle to specific career titles.
2. Students reserve individual computer time to complete this process.

These additional experiences are also offered by one or more junior highs:

- Complete a Lifestyle Worksheet.
- Examine the CIS booklet and select four occupations for further investigation.
- Interview an adult about her/his job.
- Write a report about a specific career. - Kuder Interest Inventory.
- View films regarding changes in teenagers during adolescence.
- Listen to presentations by senior high job placement specialists regarding the employer's point of view on the nature of work.
- Complete Holland's Self-Inventory.

Career Planning Activity Record

Start Date _____/_____/_____

Name _____ Birthdate _____

Address _____ Social Security _____

_____ Telephone _____

Career Activity Log

Record speakers, field trips, interviews, job observations, career center visits, etc.

Date	Activity	Brief Description
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Career Units

List the various units studied in class.

Date	Grade	Title of Unit	Teacher
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

(This blank form can be reproduced on the four sides of a folder.)

Interests

An individual may change jobs four or five times in his/her lifetime, or, may stay in the same career because he/she enjoys it. Below list interests, hobbies, best subjects and career most interested in for each grade.

7th Grade:_____ _____
Interests or Hobbies — Best Subjects

_____
Career Most Interested In

8th Grade:_____ _____

_____

9th Grade:_____ _____

_____

10th Grade:_____ _____

_____

11th Grade:_____ _____

_____

12th Grade:_____ _____

_____

Work Experience

List all work-related experience, paid or nonpaid.

Job Held	Employer	Paid or Nonpaid	Dates

Career Choice

My career choice at this time is:

9th grade_____ 10th grade _____

11th grade_____ 12th grade _____

Tests & Inventories

Tests, inventories, and surveys can help relate interests, values, skills and aptitudes to certain career areas. List results below.

	Date	Name of Test	Related Job Choices
Interests			
Values			
Abilities/Skills			
Aptitudes			
Achievements			

Tests, inventories, and surveys indicate the following jobs most closely match my interests, values, skills and aptitudes: _____

_____

These jobs are in the following career clusters: _____

_____

Computer Surveys

Briefly summarize results and attach computer printout if available.

	Date	
CIS		
DISCOVER		
Career Directions/CCAPP		
High School Planner		
		Printout or disk enclosed
Other: _____		

High School Courses

Fill in courses as completed at each grade level.

9th	10th	11th	12th
Total Credits:	Total Credits:	Total Credits:	Total Credits:

Total Credits Earned_____ Total Needed to Graduate_____

Beyond High School

Plans after high school include the following:

VoTech or Community College: _____ Program : _____

College: _____ Program : _____

Employment: _____

Company Job Date

Job Training or Apprenticeship Program: _____

Military (specific branch): _____

Other: _____

Long Range Goals

Goals are reflections of our needs, wants and dreams.

Four year career goal: _____

Four year educational goal _____

A goal to reach at age 30: _____

Getting Honest with Myself, for Myself

Name _____ Date _____

1. What am I doing in my life which really makes me feel proud?

2. Which of my characteristics makes me feel good?

3. Which value of mine am I not following because my friends don't accept it?

4. What have I done just because my friends wanted to do it and I wanted to be accepted?

5. Whom can I really trust in my life?

6. What are two or three activities in which my friends participate that bother me?

7. What are two or three activities in which my group participates that are fun for me?

8. Have the following had a positive (+), negative (-), or no (0) influence on me while growing up?

_____height (short, tall)
_____weight
_____voice change
_____coordination
_____physical development
_____clothing styles
_____hair
_____complexion
_____braces
_____family members
_____money and/or possessions
_____friends

9. On which of the following do my family and I disagree?

_____family work responsibility
_____hours
_____friends
_____family activities
_____allowance

Model Program 11:
Southside Middle School

SITE:	Southside Middle School
CITY AND STATE:	Albany, Georgia
PROGRAMS IN USE:	Micro-QUEST Kit
SITE LOCATION:	Small city
SITE TYPE:	Middle or junior high school
NAME:	Laverne Lester
NUMBER SERVED:	723
PERCENT AT-RISK:	10

Program Description

At Southside Middle School, all students in the 8th Grade participate in a career awareness unit which is described in the Learning Activities format on the following page. A worksheet which is designed to help the student gain practice in using all parts of CIS is also included.

The counselor has observed that following this activity, students seek career information at their own initiative. More than 25% of the students asked for additional uses of the CIS books containing printed information on occupations—the equivalent of the DESC, PREP and BIB files in the computer version. In addition, students are talking with each other about jobs they like and what they are going to do after high school.

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An Eighth Grade Career Awareness Unit

Title: CAREER AWARENESS

Objectives:

1. To start students thinking about their futures and possible future occupations.
2. To learn about certain occupations that fit what the student thinks about him/herself.
3. To motivate students to seek career information without it being an assigned activity.

Selection And Size Of Group:

All 8th grade students.

Time:

Group Session - 75 minutes

Individual Sessions - 45 minutes per student

Materials and Facilities Needed:

1. User's Handbook and worksheet for each student.
2. 6 Occupation books.
3. 6 QUEST diskettes
4. 6 computers and room to accommodate them
5. Room large enough for group session
6. 1 Program book and 1 School book

Procedures and Content of Sessions:

Group Session:

1. Introduction of the variety of career material available
2. Explanation of CIS (Occupations, Program, School, *User's Handbook*, and QUEST diskette)
3. Completion of QUEST in handbook
4. Demonstration with computer
5. Explanation of worksheet
6. Practice with Occupations

Individual Session:

Each student is scheduled for a 45 minute session to use the computer and *Occupations* book and to complete the "CIS Practice Worksheet." This is done after the group session but on the same day of the group session. The guidance office is used with six computers "ready to go." Students needing or wanting more time are scheduled to return another day. The request for more time has been good.

NOTE: Cooperation of teachers is needed in finding school time for the group sessions and individual sessions.

CIS Practice Worksheet

Name _____ Date _____

Class _____ Period _____

1. After completing QUEST, how many occupations are on your final list? _____

2. List 4 occupations of interest that appear on your list.

No. _____ Title _____

No. _____ Title _____

No. _____ Title _____

No. _____ Title _____

3. About which one of the above occupations would you like to know more?

No. _____ Title _____

FROM OCCUPATIONAL INFORMATION – Look up the occupation named in number 3 and summarize the following information:

4. Description: _____

_____

_____

5. Aptitudes: _____

_____

_____

6. Work Setting: _____

_____

_____

7. Wages: _____

_____

_____

8. Outlook: _____

_____

_____

9. Preparation Skills: _____

_____

_____

10. Preparation and Training: _____

_____

_____

11. Related Educational Program(s):

No. _____ Title _____

No. _____ Title _____

No. _____ Title _____

No. _____ Title _____

Model Program 12:
Denali and Barnette Elementary Schools

SITE:	Denali and Barnette Elementary Schools
CITY AND STATE:	Fairbanks, Alaska
PROGRAMS IN USE:	Needle-Sort Kit
SITE LOCATION:	Suburban
SITE TYPE:	Elementary school
NAME:	Peter Glass
NUMBER SERVED:	150
PERCENT AT-RISK:	50

Program Description

A program for the students of the Denali and Barnette Elementary Schools is carried out at the 4th, 5th or 6th grade levels. It is called, "What Will School Do for Me?" and is included in the Learning Activities format.

Children start to become aware of the how school can be helpful to them and to see relationships between success in school and success in adult life.

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What Will School Do for Me?

Title: WHAT WILL SCHOOL DO FOR ME?

Objective:

To increase awareness of the world of occupations, specifically the attitudes and aptitudes needed for employment and to see how school is a place to learn and practice these.

Time:

30-40 minute sessions, twice a week for as long as it takes

Materials and Facilities Needed:

CIS Needle-Sort Kit (Deck, *User's Handbook, Occupations* book)

Procedures and Content of Sessions:

Read and explore the meaning of each question in the *User's Handbook*, one per session or two if time permits.

Read each card that pertains to the question.

Allow time for questions and comments.

Tell stories pertaining to each question area.

After discussing all 21 questions, students complete the questionnaire.

Set up an area in the room with the needle-sort and allow approximately 2 weeks for everyone to use the system.

Meet again and discuss what was learned.

If students end up with no cards, go back to their question answers and discuss what attitudes or aptitudes they need to strengthen.

Model Program 13:
T. H. Pickens Technical Center

SITE:	T. H. Pickens Technical Center
CITY AND STATE:	Aurora, Colorado
PROGRAMS IN USE:	Time-shared CIS, Micro-CIS, Micro-QUEST Kit
SITE LOCATION:	Suburban
SITE TYPE:	Vocational-technical institute
NAME:	Frank Green
NUMBER SERVED:	600
PERCENT AT-RISK:	2

Program Description

The T. H. Pickens Technical Center program incorporates a career center that is usable by an entire school's population and by special programs designed to serve teenaged mothers, alternative school students and special education students. An "Action Plan for a Career Center," which follows this program description, is a chart that shows the strategy or activity, title of the responsible person, and the resources needed for that activity.

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Action Plan for a Career Center

Strategy/Activity	Persons Responsible	Special Resources Needed
1. Deliver Career Information	Career Counselor Teacher and Paraprofessional	CIS, Pamphlets and Rack, Magazines, Books, Bookshelves, Films, Projector and Screen, Videotapes, VCR and Monitor, Career Briefs
2. Provide Testing and Assessment	Career Counselor, Teacher, and Paraprofessional	
2.1 Interests		CIS, ASVAB
2.2 Hands on Abilities		Reading Test, Math Test, GATB Test equipment
3. Conduct Placement	Career Counselor, Teacher, and Paraprofessional	CIS, Job Listings, Telephone
3.1 Interview(practice and actual)		
3.2 Resume writing		
3.3 Looking for job		
3.4 On Campus Recruiting		
4. Deliver College Information and Scholarships	Career Counselor, Teacher, and Paraprofessional	CIS, Guidebooks, Videotapes, VCR and Monitor, Microfiche and Reader

Strategy/Activity	Persons Responsible	Special Resources Needed
5. Help Early Exit Students	All Counselors	CIS
6. Provide Apprenticeship Information	Career Counselors	CIS
7. Provide Employer Information	Career Counselors	CIS
8. Provide Military Information	Career Counselors	CIS
9. Provide Vocational School Information	Career Counselors	CIS
9.1 Public		
9.2 Private		

Model Program 14:
Richard Young Memorial Hospital

SITE:	Richard Young Memorial Hospital
CITY AND STATE:	Omaha, Nebraska
PROGRAMS IN USE:	Needle-Sort Kit
SITE LOCATION:	Urban
SITE TYPE:	Private psychiatric hospital
NAME:	Gloria Bennett
NUMBER SERVED:	300
PERCENT AT-RISK :	65-70

Program Description

The Richard Young Memorial Hospital serves mentally, emotionally, and psychologically handicapped patients. Within the child/adolescent unit of the hospital, there is a school program. Students in this unit who are approximately 14 to 17 years of age are offered a structured career development curriculum.

The outline of the "Career Development Course Curriculum," which follows this program description, indicates the key concepts and activities in each unit. These concepts and activities are coordinated with the primary sources for course work, which are CIS and techniques developed for self-directed job searches acquired by program personnel in training offered by JIST Works Inc. (Indianapolis, IN).

Although the course is fairly new and, therefore, could not be evaluated, counselors observed that it seemed to provide encouragement and hope to mistrustful young people and to allow students to have a higher level of control over their future.

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Career Development Course Curriculum

Unit I: Introduction and Career Choice
(Each unit is usually completed in one week, but each client works at his or her own rate.)

A. Introduction

- Instructor - background on experience of work, unemployment, etc.
- Purpose of course
- Objectives of the course and thus of the unit

B. Discussion Questions

1. Why work?
2. What are the advantages of having a full time job? Part-time?
3. What are the disadvantages of having a full time job? Part-time?
4. How do we establish priorities?
5. What priorities need to be considered in working or not working?
6. What is a value system?
7. What does a value system have to do with working?
8. What is my value system? (write)
9. Because of my own personal value system what do I need to identify before I look for a job?
10. What kinds of jobs do I know I would like? (list)

C. Choosing a Career

Students use QUEST to explore their likes and dislikes as they relate to jobs. Each student gets 20 or more "job sheets" (DESC and PREP) for careers they select. They then prioritize the top five and discard any, which upon further reading, are of no interest.

D. Skills Identification Activity

List past jobs, volunteer work, and any other experience where you used various skills. List skills you enjoyed and those you didn't. Title the skills as A) people-related; B) information-related; and C) things (this is a catch- all).

Compare skill #1 in List A with skill #2. Which would you prefer using? Circle your preference and compare #1 with #3, then #1 with #4, and so on until you've compared #1 with all your skills in List A. Then count the numbers you circled the most. This is your top skill priority for List A. Do this until you have picked your top five skills for List A. Repeat the same procedure for Lists B and C.

Compare these skills with your prioritized "job sheets." Do they match, or are they totally different? Asking this will push you to look at your choices and skills realistically.

Unit II: Employer expectations

- Appearance
- Dependability
- Skills

A. Students identify and discuss the various components of each expectation above.

B. Students practice verbalizing their own skills.

Unit III: Informational Interviewing

A. Students use the CIS job sheets to develop questions, and are taught informational interviewing techniques.

B. Students write scripts for telephone contacts to establish appointments.

C. Students use yellow pages and CIS job sheets to identify employers to call, and they keep track of this on an informational interview contact sheet.

D. Students role-play an informational interview, and critique themselves. They discuss and write thank you notes

E. Students make contacts and schedule appointments.

Unit IV: Personal Job Cards

A. Students discuss results of informational interviewing.

B. Students identify available jobs which match their skills and job sheet interest areas.

C. Students discuss and develop JIST cards.

Each person makes his or her own 3 X 5" card which includes the position desired, related educational background, related job skills, and good worker traits. They learn where and how to use the cards more effectively.

Unit V: Job Search

A. Students make plans of action which include:

- List of job leads
- Contact person at each job
- List of interview questions
- Job card

B. Discuss interview questions and answers. Role-play and videotape mock interviews. Critique with the group.

C. Review employee expectations. Discuss what each student plans to wear, and what skills he/she will bring into the interview.

Unit VI: Employment Trends and Characteristics

- Increased employment mobillity
- Increased level of career alternatives
- Labor shortages
- Relative labor surpluses
- Hidden job market
- Job development
- Tapping the hidden job market

A. Speakers from various careers speak to the group, and tours to different businesses and training programs are conducted.

B. Students discuss career pathing and the effect of decisions at one point on the future.

Model Program 15:
Youth Development Center

SITE:	Youth Development Center
CITY AND STATE:	Geneva, Nebraska
PROGRAMS IN USE:	Micro-QUEST Kit
SITE LOCATION:	Rural
SITE TYPE:	Wards of court center
NAME:	Richard Wehland
NUMBER SERVED:	50
PERCENT AT-RISK:	100

Program Description

The school population of the Youth Development Center consists of students sent by the courts as juvenile delinquents. The students are, for the most part, economically disadvantaged and come from homes that do not foster success. Students have frequently been runaways, missed school and become involved in behaviors that have hampered their success in the past and may again in the future. Alcohol and drug abuse are not uncommon. Some are also victims of various forms of abuse.

The Independent Living Course focuses on what it is going to take to survive as an adult. The class deals with philosophical as well as practical concerns. Students explore what their values are, how values and formed, and how they are changed. They may apply these to aspects of their adult lives, such as seeking and keeping jobs, maintaining a family, and being responsible citizens.

CIS is used as a primary tool with the students as careers are explored. Each student "chooses a career" for the duration of the class. All budgeting and planning exercises take into consideration what job the student chose through CIS and how that job will affect the student's future lifestyle.

Students in the 10th, 11th and 12th Grades are considered for the Independent Living Course. A copy of the course outline is included following the program description.

Student evaluations of the course suggest that their awareness of adult responsibilities has increased tremendously and their understanding of what it takes to find and hold a satisfying job has grown. Teachers in the program observe that students grow more realistic about the jobs they seek and the pay they can expect to receive.

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Independent Living Course: Course Outline

Course Length:

Two Semesters

Course Credit:

20 Hours

Course Description and Objectives:

The course leads students through a series of units designed to prepare them for adult responsibilities and decision-making. Course content focuses on very practical aspects of adult living, such as choosing a job, renting an apartment and buying insurance, but it also deals with such topics as how to set goals, how to manage time, and how to deal with role changes. The purpose is to help students recognize the broad spectrum of change in moving from a teenager to an adult and to help teach skills to cope with these changes.

Content:

Materials for the class include CIS; a series of articles, pamphlets and reprints, supplemented amply by outside speakers; and field trips. Choice of materials varies with the level of sophistication of the students.

Examples: Materials used include CIS; *Meeting Yourself Halfway* (S. B. Simon. Niles, IL: Argus Communications, 1974); *The New Quick Job-Hunting Map* (R. Bolles. Berkeley, CA: Ten Speed Press, 1985); *Learning to Achieve* (E.W. Johnson. Glenview, IL: Scott Foresman, 1984); pamphlets about wills and housing agreements from the Nebraska Bar Association; and materials from the National Education Association on buying insurance. Students go off campus to visit potential job locations and learn first-hand what employers expect, they visit the county courthouse and walk through the process of licensing a car, and they visit stores to learn about comparison shopping. Employers interview members of the class and critique the interviews, insurance salespersons talk to the class about what to look for in buying insurance, and a representative from a credit bureau talks to the class about getting and keeping credit.

Procedure:

1. The teachers lecture to provide basic information.

2. The teachers guide students in preparing budgets based on their career choices and projected incomes. These budgets provide the basis for a variety of activities as students proceed through units related to adult responsibilities.

3. The teachers design practical projects for many units to help students develop more skill or knowledge. For example, during the career unit, students visit job locations and talk to employers to learn first-hand what employers expect. Local employers interview students and critique them to give training in interviewing.

4. The teachers provide a variety of written activities to encourage students to study more thoroughly material presented in class.

Evaluation:

The teachers evaluate the students regularly through written daily work, involvement in project activities, and tests that follow each unit. Extensive class discussion also provides the teachers with the opportunity to pinpoint problems and resolve them.

Note:

Because independent living students are frequently only months, or sometimes weeks, away from assuming adult responsibilities, the teachers emphasize the practical, with many hands-on projects. The teachers put students in positions to make difficult choices and to explore the ramifications of those choices. The teachers take special care to meet the varying needs of students, from those who are college-bound to those who will assume parental responsibilities upon leaving the facility. This approach results in some individual projects.

Section D

Counselor-to-Counselor Tips

Counselor-to-Counselor: Tips for Helping At-Risk Youth

In responding to the survey, "Strategies for Helping At-Risk Youth," many CIS Site Coordinators shared what they had developed using CIS with the students or clients their institutions served. While these ideas do not present as complete programs or learning activities, they do provide potentially valuable tips for counselors who may be involved in similar situations or with similar populations. Forty of the ideas are presented in the pages that follow as "Counselor-to-Counselor: Tips for Helping At-Risk Youth."

Contributions from community colleges are first, followed, in order, by school districts, high schools, junior high schools, elementary schools, and agencies.

Each tip begins with a brief description of the institution including its location, the number of students enrolled or the number of clients served annually, and the delivery system for CIS.

The CIS delivery systems mentioned in the counselor-to-counselor tips include one or more of the following:

- Micro-CIS (QUEST and information files on a a microcomputer and hard disk);
- Time-shared CIS (QUEST and information files via telephone access to a central computer);
- Micro-QUEST Kit (QUEST on a microcomputer and information in books);
- Needle-sort Kit (QUEST on Needle-Sort cards and information in books);
- Books (Extra printed books of occupational and educational information);
- HSP (High School Planner on a microcomputer).

Although each state has its own version of CIS with localized occupational and educational information files and a system name that reflects its state base, we have used the generic name CIS throughout to avoid confusion.

Tips from Community Colleges

An Academic Reinforcement Center

Flathead Valley Community College, Kalispell, Montana
A small town community college, serving 1,900 students with the Micro-QUEST Kit

The Academic Reinforcement Center is designed to work with at-risk students at the college level by providing small enrollment classes in basic mathematics and English review. Classes in study skills and career awareness as well as tutoring services and personal, academic, financial and career counseling services are all available at the center. CIS is a required part of the career awareness class and is used as a tool in career counseling. It is especially valuable to the many clients we serve with physical injuries who need to find appropriate retraining.

CIS raises the awareness level of students as to the wide variety of occupations, the many opportunities for training and schooling within the state, and brings home the reality of how personal choices affect job selection.

An Alternative High School Program

Clatsop Community College, Astoria, Oregon
A small town community college, serving 800 students with Micro-CIS

Students in the alternative high school program can earn their high school diplomas at the college. Each of these students uses QUEST and the information files. CIS is also used in career planning classes and in career counseling with individuals in the regular student body.

We find CIS helps students get more specific ideas about their interests.

A Developmental Education Program

Central Community College, Columbus, Nebraska
A rural community college, serving 1,250 students with Micro-CIS

A Developmental Education Program is offered to assist those students who are academically unprepared. Career exploration, job search and employment classes are offered to increase occupational awareness and job seeking strategies. After testing an individual's specific interests, abilities and values, CIS is brought in to provide appropriate information with which to answer the individual's questions. The college serves JTPA adults and summer youth programs in addition to their enrolled student body.

CIS helps students create a stronger match between their interests, abilities and values with their career choices, which ultimately leads to greater job satisfaction.

A High School Completion Program

Lane Community College, Eugene, Oregon
A small city community college, serving 9,000 students with Micro-CIS and the Needle-Sort Kit

Lane Community College's high school completion program is an alternative way for high school students to graduate. All high school completion students take a careers class. They complete assignments that utilize CIS information and they complete an assignment on the computer itself.

Remedial Career Planning and Personal Development Classes

Blue Mountain Community College, Pendleton, Oregon
A small town community college, serving 1,200 students with Micro-CIS

CIS is used in programs for helping at-risk youth including remedial classes, career planning classes and personal development classes. QUEST, DESC and PROG files are assigned; other features are used as needed. In addition, in the regular program, there are short units using CIS in courses in business, human services, mechanical technology, and technical agriculture.

CIS helps students focus on a particular set of choices.

Tips from School Districts

Alternative and Special Education Schools

Moundsview Public Schools, St. Paul, Minnesota
A suburban school district, serving 12,000 students with Micro-CIS

We have an alternative high school, at a site separate from the two regular high schools of 2,000 students each, to serve at-risk students who are behind grade level in skills or credits earned; who have dropped in and out of school; who have a record of excessive absence; or who have become teen parents. There is also a special education facility for severely impaired youngsters, many of whom are on probation from the juvenile justice system.

A placement specialist works individually with students from these programs and from the high school special education program using a variety of interest inventories and other resources in conjunction with CIS.

A Continuation High School Campus

Plumas Unified School District, Quincy, California
A rural school district serving 1650 students in grades 9-12 with Micro-CIS

Students at-risk are identified at the four high school sites in the district through assessment and counseling. They are given the choice of remaining in their original high school or going to a continuation high school campus. At the continuation campus, they receive:

- individualized programs;
- a way to satisfy graduation requirements;
- a career oriented curriculum;
- flexible scheduling to facilitate employment; and
- guidance services.

CIS is provided with the assistance of a career technician. The nature of the one-on-one counseling provided by CIS and the career technician are effective with at-risk youth. The program, as a whole, has reduced the dropout rate in the district.

A Seventh-Grade Counseling Program

Sierra Grande Schools, Blanca, Colorado
A rural school district, serving 260 students with the Micro-QUEST Kit

Beginning in the seventh grade, each child is counseled individually to ascertain his or her interests. The counselor maintains contact with all students to encourage them both individually and in classes to look at options. Beginning in the ninth grade, each student uses CIS at least once a year to examine changes in his or her interests and the related occupations. Many utilize the program and its information several times a year.

Tips from Secondary Schools

An Alternative Education Program

Dallas Community High School, Dallas City, Illinois
A rural high school, serving 150 students with the Micro-QUEST Kit

We have an Alternative Education Program to which students are assigned on a full-time or part-time basis. In the program students can work at their own pace with a lower student-teacher ratio in a less restrictive setting than a traditional classroom.

CIS is not used just for this program. AEP students have access just as everyone does, but special emphasis is placed on ninth-grade students—to try to reach students before they have a problem.

Career Units in Subject Classes

Preston High School, Preston, Idaho
A rural high school, serving 575 students with the Needle-Sort Kit

The 11th and 12th grade English classes include career units. The consumer economics classes include units on writing resume and having job interviews. The home economics class also offers a unit on vocations. All integrate CIS and involve the counselor.

A Comprehensive Program for At-Risk Youth

Central Linn High School, Halsey, Oregon
A rural high school, serving 310 students with Micro-CIS

We offer at-risk students remedial instruction, procedures to make up work, peer tutoring and individual counseling. CIS is used in the program for at-risk students to help them gain information which encourages them to develop realistic goals. Under the direction of a teacher or counselor, students help each other complete CIS activities which will give them the information they need.

Eighth Grade Career Planning

Tanana Junior High School, Fairbanks, Alaska
A suburban junior high school, serving 500 students with Micro-CIS and the Needle-Sort Kit

All eighth-grade students are counseled regarding career planning and they use QUEST. The students are thus prepared for high school planning as they become more aware of job possibilities and the factors influencing job selection.

An Eighth Grade Social Studies Program

Hanshew Junior High School, Anchorage, Alaska
A suburban junior high school, serving 1,050 students with Time-shared CIS

The school has extensive remedial programs and special education programs. CIS is used, however, with all students in eighth grade through the social studies curriculum because all students of this age are grappling with the problem of planning for the future and making decisions for their future lives.

Counselors attend a training session to learn to use CIS, and parent volunteers are introduced to the computer terminal and taught CIS. Counselors visit classrooms to explain the program and assist students in completing QUEST. Parents then assist at the terminals.

A Freshman Career Education Course

Milwaukie High School, Milwaukie, Oregon
A suburban high school, serving 1,300 students with Time-shared CIS

All of our freshmen take career education for one semester. Part of the requirements for that class is that each student will access and examine printouts of the DESC and PREP for at least three occupations and will also do the same for related PROG information. The student then writes a report using the printouts for one of the occupations as the main source of information.

This program allows the counselors to see each freshman student in the classroom orientation as well as in the Career Center. Students stay in touch throughout their four years of high school. Many come in and use CIS each year as their interests change. Since many of the students are not academically oriented, using CIS helps them see the relationships between the jobs that pay the money they want to earn and the qualifications they must have.

An In-School JTPA Program

Creswell High School, Creswell, Oregon
A rural high school, serving 333 students with Time-shared CIS

We utilize counselor intervention, mentoring, peer tutoring, work experience and an in-school JTPA program to help at-risk youth—those who have a low income and those who are learning disabled. The formation of career goals is an important part of the program. A vocational specialist and an in-school JTPA employment specialist use CIS in conjunction with the other activities of the program.

Native American Advocate and Tutoring Program

Park Rapids Area High School, Park Rapids, Minnesota
A rural high school, serving 600 students with Micro-CIS

Native American students have an in-house advocate program and a tutoring program for subjects with which they are having difficulty. CIS is available to all students in the Media Center, and a Media Assistant has been trained to assist students with the mechanics of the program. Students then work with a counselor to interpret their printouts. The same help is given to the students in the Native American Advocate and Tutoring Program.

Ninth-Grade Career Planning

Moscow Junior High School, Moscow, Idaho
A small town junior high school, serving 610 students with the Micro-QUEST Kit

Our program is not specifically designed for at-risk youth but does involve them, as it does all our students, in planning for their future educational careers. All ninth-grade students take the Differential Aptitude Test and the Kuder Interest Survey. Then each student is seen individually to discuss the results of the tests and to discuss high school graduation requirements, and to develop a four year high school plan.

Each student also has an opportunity to use CIS as part of an assigned career project in English. QUEST is used to help guide them to areas of exploration, and the information materials are used as references in creating their career papers.

Teachers, parents, and students like the program. They feel it helps students to start looking at future goals. It involves parents in the planning process and often makes a less-than-serious student start doing better.

One-on-One Counseling for At-Risk Students

Eustis Public School, Eustis, Nebraska
A rural high school, serving 75 students with the Needle-Sort Kit

The counselor works on a one-to-one basis with at-risk students. The first goals is to build self-esteem. From that point, work is on identifying interest areas and then on developing a career goal. QUEST is used for identifying the interest areas and the other CIS materials for developing the goals and plans.

A Personalized Instruction Center

Colusa High School, Colusa, California
A small town high school, serving 400 students with Micro-CIS

Students who have been habitual truants or who need additional help to gain enough credits to graduate are enrolled in the Personalized Instruction Center rather than following the regular school day. In the Personalized Instruction Center, they have the opportunity for more one-on-one attention, and they can have a program designed for their special needs. CIS is used to help students research information about careers.

A Program for Tenth-Graders Behind in Academic Credits

David Starr Jordan High School, Long Beach, California
An urban high school, serving 2,100 students with Micro-CIS

Tenth-grade students who enter high school missing credits are enrolled in a program in the Career Center. There, they meet with a counselor and counselor aide once a week for a nine week course on career planning, decision-making, and high school program planning. CIS is used as part of this career planning and exploration.

We have observed positive results in terms of students making up the credits and remaining in school.

Relating Career Goals, High School and Life

Silver Creek High School, Silver Creek, Nebraska
A rural high school, serving 80 students with the Micro-QUEST Kit

We don't have a program directly related to students at-risk, but we do have a program that all freshmen and sophomores take for two semesters. The program helps the students do the following:

- identify career goals;
- identify the means, particularly post-secondary training, to accomplish their goals;
- identify the high school courses needed to accomplish their career goals and give them the means to get the necessary post-secondary training;
- look at the world of work from various reference points;
- learn more about themselves and their abilities; and
- incorporate the above tasks into their lives when no longer in the class.

CIS is used as the basis of the program. We use QUEST, the job information, the program information and the school information for reference materials.

The results have been very good. Students now have a purpose for taking certain classes. They know why they are taking these classes. During registration, we have a common reference point when we talk to students about their class selections.

School-Agency Cooperative Efforts for Special Education Students

Crescent Valley High School, Corvallis, Oregon
A small town high school, serving 1,050 students with Micro-CIS, the Needle-Sort Kit and extra printed books of occupational and educational information

Students in the Special Education programs are given one-to-one guidance through a cooperative program with community service agencies. This is followed by CIS activities, a career seminar, speakers, on-the-job visits, and the use of print materials.

Small Group Counseling

Feldwood High School, College Park, Georgia
A suburban high school, serving 573 students with Time-shared CIS

Small group counseling is used to improve self-esteem and communication skills. Other groups in the school identify interventions to improve behavior, learning, and motivation. QUEST is used to identify the interests of the students and the information files are used to help students make realistic career choices.

A Student Assistance Program for Those At-Risk

Dimond High School, Anchorage Alaska
A suburban high school, serving 1,950 students with Time-shared CIS

The Student Assistance Program seeks to identify and intervene with at-risk students. Group counseling within the school is offered and referrals to community resources are made. CIS is used to whet the students' appetites for the future.

We have noted improved attendance and grades, and students say the program is helpful.

Support Classes and the Computer Laboratory

Hirsch Metro High School, Chicago, Illinois
An urban high school, serving 1,050 students with Micro-CIS

At-risk students are placed in English support classes, mathematics support classes, and the PLATO (computer assisted instruction) laboratory. They are scheduled to attend career information sessions in the counseling office. There they are given individual counseling and use CIS to obtain information.

Attendance has improved and students appear to more interested in their classes.

A Survival Skills Course

McLaughlin High School, Anchorage, Alaska
A suburban youth detention facility, serving 150 students with Time-shared CIS

All of our students are at-risk; very few of them were in school anywhere at the time of their arrest. The school program is designed to help students improve their academic skills. We utilize small classes, individual counseling, and community resources.

A survival skills course, with CIS as an integral part, is offered to all students. The one semester course is divided into two distinct halves. In the first half, topics related to money are taught. They include: budgeting, money management, taxes, social security, banks, credit unions, checking accounts, insurance, buying a car, renting a home, buying food, and understanding the free enterprise system. In the second half, careers are stressed. Students learn how to: discover aptitudes and interests, fill out job applications, write resumes and have successful job interviews. They look at many job opportunities and career options and the related training possibilities.

A counselor, with the help of a teacher, teaches students how to use CIS and benefit from it. Students often request the use of CIS once they have learned about it. We see students become very interested in obtaining information regarding careers and potential training programs.

A Tenth Grade Careers Project

Duluth Denfeld High School, Duluth, Minnesota
An urban high school, serving 1,050 students with Micro-CIS

A careers project for all students is carried out in the health classes. This is a required subject for all tenth-grade students; therefore, all students, including those at-risk, are involved. The careers project helps students think seriously about their career and educational goals. A plan is developed for each student.

Use of the Career Center with High School Juniors

Brainerd Senior High School, Brainerd, Minnesota
A small town high school, serving 1,200 students with Micro-CIS

The goal of the Career Center is that all junior students (approximately 450 students) have the opportunity to use CIS after they have taken the interest inventory used by the school. Students are brought to a small auditorium where the method for reading the results of the inventory and the procedures for using CIS are presented. Students are then given materials to help them use CIS which include a crosswalk from the output of the interest inventory to description and program numbers.

Using CIS with Disadvantaged Students and Their Parents

San Lorenzo Valley High School, Felton, California
A rural high school, serving 1,000 students with Micro-CIS

Disadvantaged students use QUEST with a career aide assisting them through it. The students and the career aide follow this by researching different careers using the information files. Then the students are seen individually by a counselor for follow-up and interpretation.

Students return to the Career Center to get more information. They share the printouts with their parents and the counselor.

Working with Outside Agencies to Help At-Risk Youth

Glenallen School, Glenallen, Alaska
A rural combined junior/senior high school, serving 145 students with Micro-CIS

Through the bilingual program, social services and the Native Corporation, people work with at-risk youth at the school to bolster academic achievement and self-esteem. Follow-up at home is carried out through the Native Association and the Department of Social Services. CIS is used to find job choices and to identify what is needed to perform on those jobs.

Youth Throughout the High School Grades

Independent School District #70, Lake Crystal, Minnesota
A rural high school, serving 650 students with Micro-CIS

We require all ninth-grade students to work through Micro-CIS to become familiar with the system so they can run it any time they want to. As juniors, they are again required to go through the system. As seniors, they work through the resume section and, on a word processor, they are required to do a perfect (at least grammatically correct) resume. Planning and thinking about their future gives students reasons to stay in school.

When students want to quit school, we get them to plan for that. Several have changed their minds after trying to make this plan. Micro-CIS has helped a great deal in this.

Tips from Agencies

A Community-Operated Career Center

Sandpoint Community Assistance League, Sandpoint, Idaho
A rural community agency working within the high school, serving 650 students with the Needle-Sort Kit

The Community Assistance League purchased CIS for the local high school career center which it operates. Using CIS, sophomores and juniors explore their career choices. Particular emphasis is placed on high school coursework which will be helpful as well as on what direction the students will take after graduation. Individual attention is given to student schedules to be sure the schedules reflect the students' identified needs and interest.

We see that students have an increased interest in planning their futures, and they are beginning to take charge of their lives now. Fewer students reach their senior year only to discover they do not have the courses they need for entrance into the programs or schools they desire.

An Educational Talent Search Program

Goshen, Platte and Laramie Counties Educational Talent Search/Higher Education Project, Cheyenne, Wyoming
A small town counseling agency serving 235 clients with the Micro-QUEST Kit and extra printed books of occupational and educational information

The purposes of the Educational Talent Search and the Higher Education Project are to increase the retention and graduation rates of first generation college-bound and economically disadvantaged students and to increase the enrollment of these students in post-secondary education.

CIS is very effective with clients who want to go to college but have no idea of what field or occupation to enter. We find that many of the occupations generated on QUEST lists are occupations the clients have never considered. It provides them with many ideas and the opportunity to explore them.

A JTPA In-School Program

Southern Willamette PIC, Eugene, Oregon
A small city private industry council, serving 1,500 clients with Micro-CIS

The JTPA in-school program is designed to work specifically with low-income, at-risk youth on the brink of dropping out of high school. The services offered include pre-employment training, vocational evaluation, on-the-job training, remediation, work experience and counseling. CIS is used to foster career awareness and provide labor market education.

JTPA Summer Youth Employment Program

Job Service East, Boise, Idaho
A small city employment and training agency, serving 400 clients with the Needle-Sort Kit

The JTPA funded Summer Youth Employment Program serves at-risk youth through a series of components. Individuals 14 to 21 years old who are economically disadvantaged are placed in a subsidized work experience job site and paid for hours worked during an eight to ten week program. Youth are matched to the job site according to their skills, employment interests and career goals. There is also an academic remediation component utilizing computer-assisted instruction.

During the program, all clients attend a special workshop designed to address job-seeking and job-keeping skills. All attendees are introduced to CIS and a morning is spent using the Needle-Sort in specific learning activities. The system is then available to the clients in our resource room.

There is an expanded awareness of the number of job titles and occupations in the labor market. The participants' knowledge of the world of work is enlarged and interest is sparked in other vocational areas beyond their specific summer jobs. The clients love working with CIS because of the possibilities it generates.

A JTPA Title IIA Youth Program

Action for Eastern Montana, Glendive, Montana
A rural human resource development council, serving 250 clients with the Needle-Sort Kit

CIS is used in the JTPA Title IIA Youth Program to help clients develop competencies on a one-to-one basis. They gain information regarding careers that interest them and what it takes to get the jobs in those careers. They see that with some determination they can get the training they want. Then CIS is used to give them information on grants, scholarships and loans.

Planning with Teen Parents

Booth Memorial Home, Boise, Idaho
A suburban agency for single teenage parents and pregnant teenagers, serving 100 clients with the Needle-Sort Kit

In weekly groups, the social worker and clients often talk about planning for the future, discussing how much money it takes to raise a child and talking about vocational choices and goals. We also discuss choices and responsibility for our own behavior.

With most of the clients, we begin with QUEST. After a vocational goal has been selected, we use the school and training information materials to help a girl learn how and where to apply for more training. Then we look at available financial aid.

Since most of our clients will be parenting a child alone, they begin to become quite serious about learning to support themselves. The majority of them try very hard to get off welfare and make it on their own.

A Pre-Employment Rehabilitation Program

Comprehensive Rehabilitation Services, Inc., Juneau, Alaska
A small town vocational rehabilitation agency, serving 50 clients with the Needle-Sort Kit

The program includes a pre-employment competency resource guide; individual assessments through standardized testing and transferable skills analysis; panel presentations by employers; role playing; and a tryout work experience.

CIS is used during the assessment and exploration phases to identify career clusters and explore labor markets, job descriptions, work setting wages, outlook, and general preparation needed. Then it is used to find schools and specific program preparation.

A Work Adjustment Training Program

Division of Rehabilitation Services, Americus, Georgia
A small town employment and training agency, serving 300 clients with the Micro-QUEST Kit

Our program consists of a work adjustment training program in which we place students in a training situation where they can learn skills that will potentially lead to permanent jobs after completion of high school.

CIS is used during the vocational evaluation of the students. From CIS, we are able to obtain areas of job interests from the students themselves which assists the counselors in making proper program placements.

A Work-Study Program for Special Education Students

South Eastern Special Education, Ste. Marie, Illinois
A small town special education unit, serving 400 students with the Needle-Sort Kit

This special education unit serves students drawn from 12 school districts. A work-study program is offered to help 11th- and 12th-grade students develop appropriate work skills and attitudes. CIS is used to help identify career directions. It also provides motivation derived from the realization that there are reachable goals.

Section E

Learning Activities

Learning Activities for At-Risk Youth

The following set of Learning Activities demonstrates how Oregon schools, community colleges, and agencies are serving at-risk youth with career information. These activities were developed with data that originated from the "Strategies for Helping At-Risk Youth" National CIS survey. Upon receiving survey results, Oregon CIS User Services staff contacted eight CIS site coordinators who appeared to be encouraging exemplary use of CIS in their efforts to serve at-risk populations. Sites volunteered to draft and submit to CIS specific descriptions of their use of CIS in learning activity format. Career Information System staff edited drafts of these activities and returned them to the sites for final revisions.

The activities offer broad applications to a variety of settings. For each activity, the type of setting in which it was developed is identified. Activities derived from one setting may, quite likely, be useful in another. Readers are encouraged to look at the activities for application in their own settings. These activities may further stimulate the development of new activities. The activities are intended to serve as samples which may be reproduced, used, and modified by anyone who so chooses.

A grant from the Oregon Occupational Information Coordinating Committee (OOICC) subsidized the development of these Learning Activities.

Job Skill Training

Objective(s):

To train At-Risk Youth in job skills, by using vocational upper class students.

Materials:

Curriculum materials as needed from assigned vocational classes. Student aides from the upper vocational classes.

Time:

Varies.

Procedure:

1. Meet with teacher and determine skills to be trained and time interval needed and available.
2. Select vocational aides from upper class vocational classes to train 9th and 10th graders in the skills needed for vocational skill building.
3. Vocational aides provide the specific vocational training with At-Risk students.
4. Vocational aides evaluate skill development on the basis of speed, accuracy, quality, or all.
5. Students demonstrate skills to teacher, parent, employer, and is videotaped.
6. Class grading system may be changed to points by contract or skill evaluation by outside party.

Submitted by:
Roger Wood, Career Counselor, Springfield High School, Springfield, Oregon
Robbin Spraitz, Peer Tutor Coordinator, Springfield High School, Springfield, Oregon

July 1987

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Peer Counseling

Objective(s):

1. To reinforce the At-Risk Youth attendance, interests, and classwork.

2. To counsel using a team of students who are based in the Career Resource Center, in career and personal development.

Materials:

- A weekly diary of contacts.
- Peer tutors/counselors.

Time:

Weekly or daily contact.

Procedure:

1. Students are selected for this program based upon attendance, lack of interest, apathy or determination of being at risk.

2. Following interview by counselor and contact with parent, students are assigned a peer tutor/counselor.

3. Progress is made within the classroom and in career orientation by applying classwork in vocational skills or visitations with community resources.

4. Students who are absent are called to verify absence with parent.

5. Weekly conferences with student and peer tutor/counselor are held to determine direction and goals for the week. This activity is a carry over of the classroom and is aimed toward involving the vocational/career component of education.

Submitted By:
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July 1987

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Career Exploration by Interviewing

Objective(s):

1. To learn information about entry level jobs by interviewing students who are participating in Cooperative Work Experience.

2. To teach interviewing skills to At-Risk Youth.

Materials:

- CIS' "VISIT 1000" printouts.
- Attached interview guidelines.
- Cooperative Work Experience Students.

Time:

At least three class periods.

Procedure:

1. At-Risk Youth in career development classes are divided into as many groups as there are available Cooperative Work Experience students.

2. Students are introduced via class instruction to research interviewing, given CIS' "VISIT 1000" printouts and attached interview guidelines.

3. Students question Cooperative Work Experience students using the above interview questions.

4. Students change groups at least twice during the class period and continue questioning.

5. In subsequent class periods students discuss the information obtained.

(Note: This may also be varied using community resource people, parents, grandparents, etc....)

Submitted By:
Roger Wood, Career Counselor, Springfield High School, Springfield, Oregon
Robbin Spraitz, Peer Tutor Coordinator, Springfield High School, Springfield, Oregon

July 1987

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Interview Questions

(To be asked of the person being interviewed)

1. What things do you do on the job?
2. What do you like the most about your work? The least?
3. Do you work directly with people?
4. How long is your work week? What hours do you work each day?
5. Why did you choose this occupation? How long have you worked here?
6. What skills are needed in this occupation? Is any formal education necessary?
7. Is a period of practical training needed to get this job?
8. What did you do before entering this occupation?
9. Which work experiences have been most helpful to you for this occupation?
10. What other jobs could you get with this training and background?
11. What is the best way to enter this occupation?
12. What is the employment outlook for this occupation?
13. What fringe benefits come with this occupation?
14. What is the beginning wage? Top wage?
15. What are the working conditions? (noisy, dirty, clean, indoors, etc.)
16. What aspects of this job did you not expect when you started?
17. Are you expected to join organizations connected with your work (union)?
18. Are you expected to do work outside normal work hours?
19. What sorts of changes are occurring in your occupation?
20. Are there opportunities for advancement in this field?
21. Are there age requirements you must meet before being hired?
22. What are the major qualifications for success in this occupation?

Developed by Springfield High School, July 1987

Mystery Guest: What's My Line?

Objective(s):

1. To provide students with an introduction to interviewing and assorted careers.
2. To promote community support for education and career education.

Materials:

- Community Employees
- Chalkboard
- Chalk

Time:

Variable. One class period too many.

Procedure:

1. Contact community employees to recruit the volunteers who will serve as "mystery guests". Explain objectives of the class.
2. Guest brings a tool of his or her occupation, but does not tell what the occupation is.
3. Students deduce the occupation by asking "yes" or "no" answerable questions only.
4. When the occupation has been guessed, further questions are asked to learn more about the occupation and guest discusses his/her occupation as time permits.
5. Students write their impressions of the occupation in a notebook.

(It is recommended that one 30-minute visit be scheduled each week.)

Submitted By:
Escondido Union School District, Escondido, California

July 1987

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Using Information Throughout the High School Years

Objective(s):

1. To train At-Risk Youth to seek current occupational information.

2. To relate occupational information to interests and abilities when thinking about future careers.

Materials:

- Micro-CIS
- Attached worksheets
- Career Center Staff

Time:

9th grade	45-60 min.
10th-11th grade	30 min.
12th grade	45-60 min.

Procedure:

At-Risk Youth work with CIS at least three times during high school years:

9th grade:

1. The Career Center staff take 9th grade At-Risk Youth one-on-one through QUEST and shows them how the other CIS information is accessed.

2. Students print one occupation in which they are interested.

3. Students then complete "Session #1" worksheet, which is attached.

10th or 11th grade:

1. At-Risk Youth arrange computer time, use QUEST if appropriate, and explore other CIS information. (Students do this independently.)

2. "Session #2" worksheet will be completed with the CIS information they acquire.

12th grade:

1. Each At-Risk Youth is contacted by the Career Center on a one-on- one basis to schedule a time to use QUEST again plus use CIS and other occupational information which are found in the Career Center to complete the "occupational analysis" worksheet.

Submitted By:
Don Moore, Central Linn High School, Halsey, Oregon

July 1987

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CIS First Session Worksheet

The Career Information System was developed to help you explore careers and find out more about the career you have already decided upon. The system takes into consideration your physical concerns, location preferences, education and training, aptitudes, interests, abilities and desired wage.

You will complete QUEST two additional times during your high school years. Career Center staff will take you through the process this first time. It is then your responsibility to make appointments in the career center to complete the two other sessions. One must be at the 12th grade level.

Read the instructions carefully in the CIS User's Handbook and then complete the QUEST questionnaire. You may use QUEST on the computer or with the Needle-Sort deck. After completing the exercise, list the titles of five occupations that appear on your print out (or that stayed on your needle) and that you are interested in presently.

Five Titles

1. _____

2. _____

3. _____

4. _____

5. _____

1. Take one occupation from the list of five above and discuss why you like it best. Include information about salaries, work conditions, benefits, job availability, etc.

2. Was the job that you previously had considered among the five listed?

Yes/No_____

If Yes, why?

If No!, Why not?

Completion Date _____

Central Linn High School

July 1987

CIS Second Session Worksheet

1. Did your QUEST list produce the same results as when you first completed the process? Yes No

a. If NO - what occupations changed?

1. _____

2. _____

3. _____

4. _____

5. _____

b. What answers produced the changes?

2. Using the *Occupations* book, complete the following for two occupations:

a. Occupation title: _____

Brief description of duties on the job: _____

_____

_____

Earnings: _____

Outlook: _____

Preparation: _____

_____

b. Occupation title: _____

Brief description of duties on the job: _____

_____

_____

Earnings: _____

Outlook: _____

Preparation: _____

_____

Completion Date_____

Central Linn High School

July 1987

CIS Third Session Worksheet

What changes in your occupation list occurred after completing QUEST the third time. Explain why the changes occurred.

List your current top five occupations:

1. _____

2. _____

3. _____

4. _____

5. _____

Current occupational goal: _____

From the information found in the *Occupations* book complete the Occupational analysis below.

A wide variety of materials can be found in the Career Center to assist you in completing this analysis. First familiarize yourself with the reference books, the audio-visual materials, the pamphlets, the SRA Occupational Exploration Kit, CIS books and the other information. Then complete this analysis.

Occupational Analysis Outline

I. Classification
   A. Correct Occupational Title:

   B. Major Occupational Group:

II. Description of work (list at least five tasks or duties)

A. _____

B. _____

C. _____

D. _____

E. _____

III. Working conditions

A. Physical surroundings (noisy or quiet, indoors or outdoors, hot or cold, air conditioned, etc.)

B. Working schedules (steady, loss of time because of weather, seasonal, dangers, standing or sitting on the job, odd hours, tiring, heavy or light lifting, etc.)

IV. Personal qualities required

A. Mental abilities and aptitudes needed (mathematical, clerical, verbal, science, mechanical, etc.)

B. Personality traits (speech, appearance, honesty, tact, etc.)

C. Interest requirements (in machines, ideas, people, outdoors, etc.)

D. Physical requirements (active or sitting job, strength, height, weight, age etc.)

V. Education or training needed

A. Usual type of education - list one (business school, technical school, community college, four year college, apprenticeship, special school)

B. Years of education after high school

C. Skills needed

D. Courses in high school that would help to prepare you for this job

E. Where to get the training

Name and addresses of schools:

_____

_____

_____

_____

Course Length	Yearly Cost
_____	$ _____
_____	$ _____
_____	$ _____
_____	$ _____

F. Do employers have on-the-job training programs? (YES - NO) (describe if yes)

VI. Location of employment

A. Most workers in this career are found - list one (cities, rural areas, all areas, offices, factories, other)

B. Specific firms in a city, state, or area where this type of job would be available (list three)

1. _____

2. _____

3. _____

VII. Outlook

A. Are additional workers needed now in this occupation? (YES - NO)

B. Will more workers be needed in the future? (YES - NO)

C. Is it considered a bright future, status quo, or dead end job? (List one)

D. Job outlook in next 10 years: (list two points)

1. _____

2. _____

VIII. Earnings

A. Beginning wage (underline per: hour, day, or year). $_____

B. Wage earned by most workers. $_____

C. Highest reported wage. $_____

D. Is there usually a paid vacation? (YES - NO)

E. How would you be paid for overtime? (time off, time and a half, etc.)

F. Fringe benefits-list (holidays off with pay, sick leave, hospitalization plan, dental plan, pension plan, etc.)

1. _____

2. _____

3. _____

4. _____

IX. Hours of work

A. Usual hours per day: _____

B. Number of days per week: _____

C. Number of hours per week: _____

D. Night work - circle one (never, always, sometimes)

X. Promotion

A. Are there opportunities for promotion? (YES - NO)

B. Must one get additional training to qualify for promotion?

1. Formal (YES - NO)

2. Informal (YES - NO)

3. Apprentice training (YES - NO)

C. Are there related occupations to which this job may lead either with or without more training? (YES - NO)

D. Possibilities for the first promotion are - list one (poor, fair, good)

XI. Health and safety

A. Are there health dangers involved? (YES - NO) If so, what kind?

B. Is there a high accident rate on this job? (YES - NO)_____

C. What safety precautions must be taken?

1. Wear protective clothing? (YES - NO) _____

2. Safety rules (YES - NO) _____

XII. Employee organizations

A. Would you be expected to join a union? (YES - NO) _____

B. Would you be expected to join an employee organization other than a union? (YES - NO) _____

C. Is a license required? (YES - NO) _____

XIII. Advantages - Disadvantages of occupation

A. Advantages	B. Disadvantages
_____	_____
_____	_____
_____	_____
_____	_____

XIV. Sources of additional information

Title: _____

Source: _____

Address: _____

Phone: _____

Title: _____

Source: _____

Address: _____

Phone: _____

Title: _____

Source: _____

Address: _____

Phone: _____

Completion Date _____

Central Linn High School

July 1987

Orientation to Alternative School

Objective(s):

1. To assist At-Risk Youth in making the transition from traditional high school to an individualized, self-paced program.

2. To focus At-Risk Youth on what is ahead and begin to build the commitment which is necessary to succeed.

3. To acquaint staff with At-Risk Youth, their abilities, plans and potential.

Materials:

- Orientation task pages (attached)
- 10 sets of CIS: cluster pages, reproduced and stapled.
- *Dictionary of Occupational Titles (DOT)*
- Paper and pencils

Time:

A minimum of four hours.

Procedure:

1. At-Risk Youth write an essay about what has happened in the past year of their lives.

2. At-Risk Youth use QUEST.

3. At-Risk Youth select 5 occupations to research using CIS, they must learn about the helpful high school subjects they should take if interested in these occupations (see attached Orientation task #1).

4. At-Risk Youth use "WHY NOT" if any of the above 5 occupations are not on their QUEST lists.

5. At-Risk Youth select 2 occupations to seriously consider, one for immediacy, the other as a long term (10 year) goal.

6. At-Risk Youth complete an exercise which provides occupational and training information on their long term occupational goal (see attached Orientation task #2).

7. At-Risk Youth use the DOT to pursue additional information on the occupations (see attached DOT worksheet).

8. At-Risk Youth conduct informational interviews, with local employers in the field.

9. At-Risk Youth write an essay entitled, "My Future Plans," where goal setting occurs (see attached Orientation task #3).

Submitted By:
Mikki Ketchum, Jackson Alternative School, Medford, Oregon

July 1987

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Orientation Task #1

Name

Career Information System Unit

I. For this first week of Orientation, please write two pages of journal telling about anything that has happened in your life in the last year. This might include where you have lived, where you have gone to school, what has been good or bad about the year, where you have worked, what you did during summer or Christmas vacation or about hobbies, pets or special interests.

We are interested in this journal for two reasons. One, it gives us a little background about you and helps us know (a little bit) about your interests so we can help design educational experiences that will be of interest to you. Secondly, it gives us an idea of your skill level in writing so that we can place you in appropriate materials. Attach your two- page journal to this sheet.

II. Pick up a CIS *User's Handbook* and answer questions 1-21. Write your answers here.

1._____ 8._____ 15._____

2._____ 9._____ 16._____

3._____ 10._____ 16A._____

4._____ 11._____ 17._____

5._____ 12._____ 18._____

6._____ 13._____ 19._____

7._____ 14._____ 20._____

21._____

III. Review the alphabetical list of occupations which follows QUEST in the CIS *User's Handbook.*

Pick five occupations in which you are interested.

List Occupation Name and CIS number	CIS Cluster under which occupation is listed	Helpful High School Subjects
1.		
2.		
3.		
4.		
5.		

After using QUEST, find out if any of the above jobs came out on your printout. If they did not, ask the computer WHY NOT? Put the occupation number(s) and reasons here:

Now zero in on two occupations that you would like to seriously consider, one as a job for one year from now, and the other as a career for 10 years from now.

Fill out the two worksheets that follow this page. Use your CIS *User's Handbook* to find the occupation number. Ask someone for help in using the information from the *Occupations* book to fill in the following work sheet.

Jackson Alternative School

July 1987

Orientation Task #2

Name _____

Occupation Information for _____

Brief Summary of occupational description:

Brief summary of aptitudes needed for this occupation:

Briefly describe the work setting:

What are the hiring practices for this occupation?

How many jobs in this occupation are available

In your state?

In the geographic area where you want to live?

What are the wages typically paid for this occupation?

Briefly, what is the outlook for work in this occupation?

In order to become employed within this occupation what is needed in terms of:

Skills _____

Education _____

Find out about studying for this occupation in the "Programs of Study" section of your CIS *User's Handbook,* and give the Program of Study and Training number: _____

Now ask someone for the *Programs of Study and Training* and answer the following.

Brief description of training available

Program admission

Typical course work

Name and address of one school that provides this training.

School Name: _____

Contact: _____

Address: _____

_____

Phone: _____

Jackson Alternative School

July 1987

Dictionary of Occupational Titles Worksheet

Look up this occupation in the red *Dictionary of Occupational Titles (DOT)*. The index is on pages 965 - 1156.

Write down the occupational code number_____

Look up the occupation in the *DOT* and write a brief description of the responsibilities of this job. In order to find the job description, look it up by the code number. Ask someone for help if you need it.

The middle three digits of the *DOT* occupational code are the **worker functions** ratings of the tasks performed in the occupation. Every job requires a worker to function to some degree in relation to data, people, and things. A separate digit expresses the worker's relationship to each of these three groups:

DATA (4th Digit)	PEOPLE (5th Digit)	THINGS (6th Digit)
0 Synthesizing	0 Mentoring	0 Setting up
1 Coordinating	1 Negotiating	1 Precision Working
2 Analyzing	2 Instructing	2 Operating-Controlling
3 Compiling	3 Supervising	3 Driving-Operating
4 Computing	4 Diverting	4 Manipulating
5 Copying	5 Persuading	5 Tending
6 Comparing	6 Speaking-Signalling	6 Feeding-Off bearing
7 Serving	7 Handling	
	8 Taking Instructions Helping	

Worker functions that involve more complex responsibility and judgement are assigned lower numbers in these three lists while functions which are less complicated have higher number. For example, "analyzing" and "compiling" data are more complex tasks than "copying" or "comparing" data. "Instructing" and "supervising" involve a broader responsibility than "taking instructions- helping." "Operating" things is a more complicated task than "handling" things.

It is assumed that if the job requires it, the worker can generally perform any higher numbered function listed in each of the three categories.

Look at the three middle digits of your occupational code and list the level of responsibility and judgement for:

Data _____

People _____

Things _____

Jackson Alternative School

July 1987

Orientation Task #3

Name

The final exercise in the orientation/assessment packet is to write an essay. Your essay is to be entitled *My Future Plans.*

Here are some guidelines:

Answer these questions: What am I going to do 1 year, 5 years and 10 years from now? Use the information you researched using CIS to help you make some realistic plans for your future.

Step 1:

How to get started - begin by making an outline. Make three columns, one for each year. Under each column, list where you want to be living, what you want to be doing in terms of schooling and jobs, how you will be supporting yourself, what you want to acquire, and what things you want to achieve in your personal life. Consider the jobs and training you researched using CIS.

Step 2:

You are now ready to begin your rough essay. Your format should include the following:

Introductory paragraph - introduces your essay. It tells the reader what you are going to talk about and how you are going to present it.

Body - the main part of your essay will be divided into several paragraphs. At least one paragraph will be given for your first year's plans, one for 5 years from now and one for 10 years from now. Feel free to divide it into more paragraphs if you need to expand upon your thoughts.

In another paragraph, you should discuss at least three barriers to accomplishing your goals and how you might overcome each of these barriers. (A barrier is an obstacle or circumstance which might prevent you from accomplishing your goals.)

Conclusion - should be about one paragraph. This is a summary or conclusion of what you have just written. Try to be creative and not to be repetitious.

Step 3:

Go over your rough draft and correct all grammatical errors, sentence structure, content, etc. Rewrite final draft.

Jackson Alternative School, July 1987

Using CIS with At-Risk College Students

Objective(s):

To encourage students who are enrolled in vocational curriculum to relate school to work.

Materials:

- CIS *User's Handbooks*
- Micro-CIS
- Career Planning and Placement file.

Time:

- One class period to present information.
- Individual Sessions for students - approximately 1/2 to 1 hour.

Procedures:

1. A one hour presentation on career information, CIS, and the Career Planning and Placement Service is made in vocational classes that train At-Risk Youth.

2. At-Risk Youth are given and complete QUEST; time is scheduled in the Career Center to use the computer.

3. Students use QUEST and print a minimum of four DESCs and PREPs.

4. Interested students then use TRAN, JOB SEARCH and/or SCHSORT.

Submitted By:
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July 1987

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Using High School Planner

Objective(s):

To produce a four year plan to successfully complete high school while fulfilling graduation requirements and career/ personal goals.

Materials:

- CIS' *High School Planner* Program
- School course titles
- A computer disk for each student
- HSP Worksheets
- CIS cluster pages with helpful high school subjects information
- Packets of *Occupations* books
- *Programs of Study and Training* books

Time:

- Set-up time for entering program and information into computer. (Estimate 1 day)
- Set-up time with students: one group session with counselor and computer operator. (Estimate 1 hour)
- Computer use time per student. (Estimate 1 hour)
- Update sessions as needed. (Time varies depending on each student, at least annually)

Procedure:

1. Counselors identify students who are in danger of not graduating (preferably when they are in 8th, 9th or 10th grades).

2. Working with groups of no more than 20, counselors and CIS High School Planner Coordinator help students set up their 4 year High School plan based upon career choices as well as meeting the graduation requirements.

3. Each At-Risk Youth is scheduled to meet on a one-to-one basis with the counselor or CIS High School Planner Coordinator to enter the student's information on each student's individual disk.

4. After every At-Risk Youth has completed their four year plan, paper copies are printed out for the counselor and for the student.

5. Additional sessions take place at least annually or when youth feel the need to update their plans.

Submitted By:
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July 1987

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Section F

Meeting the Needs of At-Risk Youth: *The Planning Guide*

Meeting the Needs of At-Risk Youth: *The Planning Guide*

This notebook has presented ideas from CIS Site Coordinators about how their institutions are attempting to meet the needs of at-risk youth. These ideas, written as model programs, tips, and learning activities are presented in the interest of helping more schools, school districts, and agencies develop and implement programs which will be beneficial to the people they serve. This Planning Guide is offered in the same spirit—as a means to help in thinking through goals and activities appropriate for the particular students and clients of the school or agency.

How to Use the Planning Guide

The problems or areas of need facing at-risk youth can be understood in general terms, but the situation of any individual is unique. Likewise, even schools and agencies which share many characteristics may benefit most from programs planned by people inside the institution, people who can respond to the particular needs and resources of the school or agency. To help you in planning to reduce the risk for students or clients of your school or agency, three kinds of materials are provided in this Planning Guide:

- a "Question Worksheet;"
- a "Planning Form;" and
- a "Learning Activities" worksheet.

To use the "Question Worksheet," identify the questions that seem pertinent to your institution, then begin work on answering them. It would work best for a team or group of interested people to work on the plan together, so that you will have several different perspectives. You may want to reproduce the question pages so that you have a set of questions for each person working on planning the program. The questions are divided into three sections:

- Who is at-risk?
- What can be done?
- Is the program working?

The "Planning Form" is provided as a way to organize some of the ideas that will have emerged from your answers to the questions. It will help you translate student or client outcomes into activities and to see how CIS and other resources as well as a variety of personnel relate to the activities. You may also want to copy the Planning Form to allow sufficient room for the number of outcomes and activities you need.

The "Learning Activities" worksheet is a way of organizing the specific activities within your overall plan or of planning additional activities for any programs already in place. It has been a popular tool for implementing CIS for many years.

I. The Question Worksheet

A. Who is at-risk?

In working through these questions, you might want to look again at the first section of this notebook—"Addressing the Issue of At- Risk Youth."

1. How would you identify the at-risk youth served by your school or agency?

2. What are some of the underlying problems facing the at-risk youth served by your school or agency?

3. What people currently working in the school or agency, or in the community, should contribute to the planning because of their knowledge of or relationship with at-risk youth?

4. What role does your agency or organization play in working with at-risk youth?

5. Will your program be directed to the entire school or agency population or will you select a target group? If you will select a target group, what will be the criteria for selection?

6. What grade or age-group in your school should be targeted for services to at-risk youth?

B. What Can Be Done?

The sections that will be of most help are the "Model Programs," "Counselor-to-Counselor Tips," and "Learning Activities." One way to approach this is to try to find schools or agencies similar to yours and examine the program they use. Another way is to browse through the ideas to find those that seem most likely to succeed in your institution.

1. Do you now have a program for at-risk youth? (If the answer to this question is "No," skip to question 7.)

2. What is its overall goal?

3. What are its strengths?

4. What additional objectives or activities could improve it?

5. How is CIS being used in that program?

6. Which materials in this notebook would make the use of CIS more effective? (Before you go to the next section, you may want to examine questions 7 through 17 for additional ideas.)

7. What overall goal do you see for your program? To —

8. What are the objectives or student/client outcomes that will help you reach that goal?

9. What group activities will contribute to the outcomes?

10. What classroom activities will contribute to the outcomes?

11. What individual counseling activities will contribute to the outcomes?

12. How will CIS be used in the program?

13. What other resources will be needed?

14. How will members of the school faculty or agency staff participate in the program?

15. How will the parents of the at-risk youth population be involved in the program?

16. How will members of the community participate in the program?

17. How will referrals or other interactions with outside agencies be incorporated into the program?

18. What time frame will be used for this program? (Is it ongoing? Is it offered a specific number of weeks or sessions? Does it take place in parts with certain activities completed each year?)

C. Is the program working?

Some of the model programs indicate measures of evaluation, and some of the statements in the section, "Benefits of CIS," give some clues as to desirable outcomes. For the most part, however, the evaluation has to grow out of the design for your program developed in Part B of this Guide, "What Can Be Done," to meet the needs identified in Part A, "Who Is At Risk?."

1. Re-examine each objective of the program. How can each one be restated as a measurable outcome?

2. Re-examine each of the problems stated for at-risk youth. Which would you expect the program to help solve? How will you know if it is solved?

3. What can students or clients say in a survey or interview that would express areas of satisfaction or dissatisfaction with the program?

4. What can counselors, teachers, administrators, and other staff members says that would express areas of satisfaction and dissatisfaction with the program?

5. What student or client behaviors would you hope to change as a result of this program? How can this change be measured?

II. The Planning Form

Target Population:_____

Student/Client Outcomes	Activities	CIS and Other Resources	Personnel (Within & Outside the Institution)	Evaluation Criteria
Outcome 1:				Criterion 1:

Student/Client Outcomes	Activities	CIS and Other Resources	Personnel (Within & Outside the Institution)	Evaluation Criteria
Outcome 2:				Criterion 2:

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Student/Client Outcomes	Activities	CIS and Other Resources	Personnel (Within & Outside the Institution)	Evaluation Criteria
Outcome 3:				Criterion 3:

Student/Client Outcomes	Activities	CIS and Other Resources	Personnel (Within & Outside the Institution)	Evaluation Criteria
Outcome 4:				Criterion 4:

III. The Learning Activities Worksheet

Career Information System
LEARNING ACTIVITY

Title:

Objective:

Selection and Size of Group:

Time:

Materials and Facilities Needed:

Procedures and Content of Sessions:

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Components of CIS

Users of the Career Information System can access occupational and educational information via microcomputers, computer terminals, or simply by reading the CIS information published in book form. All the information files are heavily cross-referenced; computer users can start with any of the information components and move through the system according to their own career needs, and the system, whether in computer or book form, offers suggestions about related topics of interest. The CIS information is readily accessible in a wide variety of settings, and it is regularly updated with the most current information available.

The following are the major information components of the Career Information System:

- **QUEST:** An introductory questionnaire that allows users to match their interests, aptitudes and personal preferences with prospective occupations.
- **Description File:** Information on occupations that represent over 90 percent of a state's employment. In an occupational description, users receive a description of job duties, working conditions, hiring requirements, and employment prospects.
- **Job Search File:** Information about prospective employers, developing effective resumes, writing introductory letters, and preparing for interviews.
- **Preparation File:** A statement for each occupation in the system, including ways to prepare for the occupation, skills needed, licensing requirements, and a cross-reference to appropriate postsecondary educational training.
- **Program File:** Information on postsecondary educational programs and training. Users may access a particular program and receive a description of degrees offered, specialties, program objectives, courses, and a list of schools that offer the program.
- **Postsecondary Schools:** Profiles of U.S. four-year colleges, universities, professional schools, and all in-state community colleges and licensed vocational schools, the kinds of programs they offer, admission requirements, costs, housing, and the types of financial aid and student services available.
- **School Sort:** Provides users with seven selector items to use in searching for possible colleges and universities. The selectors include programs of study, degrees, region, school setting, school size, admission requirements, and maximum tuition and fees. All accredited four-year and graduate institutions in the United States and its territories are included in the School Sort data base.
- **Financial Aid File:** Describes the major sources of financial aid for college and postsecondary vocational education and provides answers to general questions about financial aid and information about national, state, and local scholarships.
- **Bibliography File:** Information about the most pertinent reference publications for each occupation in the System.

Career Information System staff and school and social agency personnel work together to determine the needs for career information in an individual setting and the resources available for meeting those needs.

The CIS staff also provide in-service training for agency and school staff members who will use the Career Information System. The Career Information System provides assistance in planning and operating in-service training programs.

Most System components are designed for independent client use. CIS frees counselors and teachers from the time-consuming task of compiling information from various separate sources, enabling them to spend more time on the individual interpretation of information according to the client's plans. The information contained in the Career Information System enables users to discover which occupations suit their preferences, values, and abilities and which programs of training will enhance their career development.

CIS Operators
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Alaska Career Information System, Department of Education, Pouch F, Goldbelt Building, Juneau, Alaska 99811. (907) 465-2980.

Arizona Career Information System, Northern Arizona University Campus, Box 6025, Flagstaff, Arizona 86011. (602) 523-5442.

EUREKA, The California Career Information System, 130 33rd Street, Room 408, Richmond, California 94804. (415) 235-3883.

Colorado Career Information System, 201 E. Colfax, Denver, Colorado 80203. (303) 866-6678.

Georgia Career Information System, Box 1028, University Plaza, Georgia State University, Atlanta, Georgia 30303. (404) 658-3100.

Career Kokua: The Hawaii Career Information Delivery System, 1830 Mott-Smith Drive, Honolulu, Hawaii 96822. (808) 548-5330.

Idaho Career Information System, Len B. Jordan Building, 650 W. State Street, Boise, Idaho 83720. (208) 334-3705.

HORIZONS, The Illinois Career Information System, 217 E. Monroe, Suite 203, Springfield, Illinois 62706. (217) 785-0789.

Career Information System of Iowa, Guidance Services Section, Department of Education, Grimes State Office Building, Des Moines, Iowa 50319. (515) 281- 5501.

Minnesota Career Information System, Department of Education, 906 Capitol Square Building, St. Paul, Minnesota 55101. (612) 296-3653.

Montana Career Information System, 1115 North Roberts, Helena, Montana 59601. (406) 442-5535.

Nebraska Career Information System, 519 East Nebraska Hall, University of Nebraska, Lincoln, Nebraska 68588. (402) 472-2570.

Nevada Career Information System, 400 West King St., Capitol Complex, Carson City, Nevada 89710. (702) 885-4577.

MetroGuide, New York City Board of Education, 347 Baltic Street, Room 110, Brooklyn, New York 11201. (718) 935-4155.

Oregon Career Information System, University of Oregon, 1787 Agate Street, Eugene, Oregon 97403. (503) 686-3872.

Wyoming Career Information System, Box 3808, University Station, Laramie, Wyoming 82071. (307) 766-6189.

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